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SCHOOL EDUCATION

Essential English

a multi-skill language course

Coursebook
9

MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL-796012

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Foreword

The Mizoram Board of School Education (MBSE) is committed to continuous improvement and reform in the field of education. In keeping with the spirit of the National Curriculum Framework (NCF) 2005, an official national document that currently provides the framework for guiding syllabi, textbooks and teaching practices for the entire school system in India, MBSE has developed syllabi and textbooks that would connect the child's knowledge to life outside school thereby enhancing the child's problem-solving skills in day-to-day life. The textbooks have been prepared and developed in the hope that it will, once again, take us significantly further in the direction of a child-centered system of education.

According to the NCF 2005, in the child's process of discovering, neither the textbook nor the teacher should be the ultimate source of all knowledge. The methods used for teaching and evaluation will also determine the effectiveness of this book in making the children's life at school a happy experience, rather than a source of stress or boredom.

The MBSE appreciates the hard work done by all the textbook sub-committee members, the textbook writers and editors who were involved in the preparation of this book. We are indebted to the institutions and departments which have generously permitted us to draw upon their resources, material and personnel. Special thanks are also due to the Academic Branch of the MBSE who worked tirelessly under the guidance of the Secretary and other officers of the Board.

In its dedication to systemic reform and continuous improvement in the quality of its products, MBSE welcomes comments and suggestions which will enable us to undertake further revision and improvement.

F. LIANHMINGTHANGA
Chairman
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1. Tsunami: The Killer Waves	Factual, inferential	Words related to earthquakes	Spelling: *qu*, *qua* and *que* words	• Determiners • Pronouns	Writing a magazine article	Group discussion on earthquakes
Life	Poem appreciation					
2. A Lesson for Tyler	Factual, inferential	• Prefixes • Idioms	Pronunciation: words ending in *-gue*	• Simple present tense • Simple past tense • Subject–verb concord	Designing a poster	
3. Sound Sensations from Evelyn Glennie	Factual, inferential	Colour in language	Pronunciation: stress in polysyllabic words	• Present continuous tense • Past continuous tense • Modals	Writing a report	Group discussion on what one wants to become when they grow up
Eldorado	Poem appreciation					
4. Mysterious Phenomena	Factual, inferential	Supernatural terms	Dictionary work: Looking up words and applying them	• Non-finite and finite verbs: gerunds, participles, infinitives • Prepositions	Writing a diary entry	Speaking about spooky scenarios
5. Blind Date	Factual, inferential	Enriching word-store	Pronunciation: words with same pronunciation	Perfective: • Present and past perfect tense • Present and past perfect continuous tense	Writing a letter to the editor of a newspaper	Reading out words with silent letters
Neighbours	Poem appreciation					

UNIT	READING	VOCABULARY	STUDY SKILLS	GRAMMAR	WRITING	LISTENING AND SPEAKING
6. The Mahatma's Marksheets	Factual, inferential	Use of idioms	Pronunciation: words used as different parts of speech	• Simple future tense • Future continuous tense • Future perfect tense • Future perfect continuous tense	Writing a precis	
7. Tangerine the Wasp	Factual, inferential	Learn words: expressions with heels	Spelling: adding *-ing* and *-ed*	• Connectors • Reported speech	Writing a message	Seeking and providing information
A Tiger in the Zoo	Poem appreciation					
8. Operation Indian Ocean	Factual, inferential	Phrases/idioms with similar meaning	Spelling: editing a paragraph	• Types of sentences • Word order in sentences • Active and passive	Writing an argumentative essay	Expressing views on given topics
9. Yang the Youngest	Factual, inferential	Antonyms	Dictionary work: using the dictionary to find antonyms	Types of Phrases and Clauses: • Finite and Non-Finite Subordinate Clauses • Noun Phrases and Clauses • Adjective Phrases and Clauses • Adverb Phrases and Clauses	Writing a notice	Group discussion on cultural differences
On the Grasshopper and the Cricket	Poem appreciation					
10. Mother Teresa	Factual, inferential	Using adjectives with nouns	Dictionary work: phrasal verbs	• Comparison • Nominalisation	Writing an informal letter	

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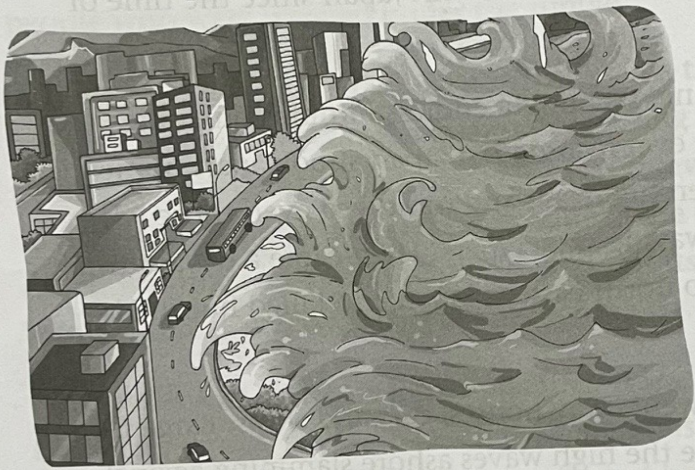
'A Lesson for Tyler' from *What Can I Do?—An Earth Day Story* by Kim Moon; 'Tangerine the Wasp' by Hugh Lofting; 'Operation Indian Ocean' by Mihir Sen; Photographs: Henry Van Dyke (page 12); young Mahatma Gandhi (page 68)

1 Tsunami: The Killer Waves

On 11 March 2011, the devastating tsunami that swept over cities and farmlands in Japan killed thousands. More than 1,90,000 people were rendered homeless and tens of thousands of others had to be evacuated[1] from their homes due to the nuclear radiation crisis which followed.

'The tsunami just swept my parents away,' wails Harumi Watanabe. As soon as the quake hit, she left her shop in Shintona, a now-ravaged[2] coastal town, and drove straight to the home of her elderly parents. 'But there wasn't time to save them,' Watanabe said. 'They were old and too weak to walk so I couldn't get them to the car in time.' Watanabe was with her parents in their living room when the waves hit. She held their hands, but the waves tore them apart. The last thing she heard from them was a yell: 'I can't breathe.' Watanabe herself barely survived. 'I stood on the furniture, but the water came up to my neck. There was only a narrow band of air below the ceiling. I thought I would die.'



Shimizu Yasuhiro, 26, emerges dripping from his flooded street, carrying a parcel wrapped in blankets. 'My baby is ten days old and we called him Lucky,' he said referring to the boy born six days before the tsunami obliterated[3] most of his town. 'And he is lucky to be alive.'

---

[1] *evacuated:* moved (people) from a place of danger to a safer place

[2] *ravaged:* destroyed

Despite the horror hidden beneath the mud and waves, people all over Japan's north-east coast found such miracles.

The earthquake struck on Friday, at 2:46 p.m. Tokyo time. At first, there was the roaring and the rumbling of the temblor[4] which shook skyscrapers, toppled furniture and buckled highways. This was followed by enormous waves, about 30 feet high, that rushed onto the shore and whisked away cars and entire buildings towards highways, fields and factories. This devastating[5] tsunami, set off by the 8.9-magnitude earthquake, was the worst disaster to have hit Japan since the time of World War II.

For more than two terrifying, seemingly endless minutes on Friday, the most powerful earthquake ever recorded in Japan shook apart homes and buildings, cracked open highways and unnerved even those who had learned to live with swaying skyscrapers. Then came a devastating tsunami that slammed into north-eastern Japan and killed hundreds of people.

The violent wall of water swept away houses, cars and ships. Large fishing boats and other vessels rode the high waves ashore slamming against overpasses or scraping under them and snapping power lines along the way. A fleet of partially submerged cars bobbed in the water. Ships anchored in ports crashed against each other.

The tsunami roared over embankments[6], washing anything in its path inland before reversing direction and carrying the cars, homes and other debris out to

[3] *obliterated*: wiped out
[4] *temblor*: shaking and vibration at the surface of the earth
[5] *devastating*: destructive; damaging
[6] *embankments*: mounds of earth or stone built to hold back water

sea. Flames shot from some of the homes and from burst gas pipes.

Waves of muddy water flowed over farms near Sendai, carrying buildings, some of them ablaze. The Sendai airport was inundated[7] with thick, muddy debris that included cars, trucks, buses and even light planes.

Fires burned out of control. The industrial lands around the Sendai port were reduced to debris and a blazing fire from an oil storage tank lighted up the sky. Trucks were crushed and piled up on each other like aluminium cans; factories were flattened and their contents spilt all over the surrounding lands.

By Saturday morning, scenes of desperation could be seen all around in Japan, with stranded survivors calling for help and rescuers searching for people who were trapped under the rubble.

A caller rang a London radio station to discuss the lessons of the Japanese earthquake and said something both confusing and illuminating[8]: the disaster had been caused by man who was forever drilling for oil and making the planet angry at the intrusion[9]. The earth, in the view of this caller, was like some vast animal shrugging[10] its pelt[11] at an irritating flea-bite—and mankind was that irritating flea.

The events had certainly been appalling. It was like never before. A great black tide of sludge[12] rolled with bobbing houses and boats over northern Japan. But then geology[13] is a story of mind-boggling violence and this earthquake is nothing compared to events in the history of the planet. There are plenty of things more terrifying than tsunamis and they include volcanic eruptions, asteroid collision and anything else that reminds us that we are tiny blobs of flesh and blood crawling on a thin layer over a sphere of boiling rock and metal.

[7] *inundated*: flooded
[8] *illuminating*: informative
[9] *intrusion*: illegal entering
[10] *shrugging*: raising and dropping
[11] *pelt*: fur
[12] *sludge*: thick, soft, wet mud or a substance that looks like it
[13] *geology*: study of the origin, history and structure of the earth

In the wake of the massive earthquake, destructive tsunami and nuclear disaster in Japan, it's hard to find a silver lining. But the Japanese have emerged as true heroes. The quake-tsunami double blow wrecked parts of the beautiful country and scarred lives. It could not, however, crack the inherent[14] willpower or destroy the strength of character of its beautiful people who stayed admirably calm under chaos and began to rebuild what they had lost. Despite experiencing power outages, shortage of drinking water and food, there was no panic or emotional breakdown. A report said, 'One small shop can serve as a good example of what is going on in the city. The shop has all its windows and its glass door broken. There is an ATM and shelves with food products inside and no one is guarding it. However, nothing has been looted.' This is the temperament[15] of a society in which one cares for one's neighbour.

[14] *inherent:* a basic or permanent part of somebody
[15] *temperament:* people's nature as shown in the way they behave or react to situations or people

* * *

After the massive tsunami, a new danger threatened Japan. The disaster damaged some nuclear power plants. The radioactive leak from these power plants was extremely harmful to the brain, heart, gastrointestinal tract, thyroid gland, circulatory system, reproductive tract and hair. Seeing the danger of radiation, the Japanese government evacuated thousands of residents who lived around the Fukushima Daiichi nuclear reactor.

The threat of a nuclear disaster was more frightening than the earthquake and the tsunami. This brought to the fore the terrible dangers which human activities can pose on the environment as well as on our survival.

Learn to read

1. ***On the basis of your reading of the text, tick the option you think is the most suitable.***

   (a) *Despite the horror hidden beneath the mud and waves, people all over Japan's north-east coast are finding such miracles.* These 'miracles' are

   - (i) survivors of the calamity.
   - (ii) storms that cause huge waves.
   - (iii) supernatural powers.
   - (iv) the treasures.

   (b) The tsunami on 11 March 2011 was a consequence of

   - (i) a volcano.
   - (ii) a landslide.
   - (iii) an earthquake.
   - (iv) a hurricane.

   (c) After the natural disaster, people faced a man-made disaster in the form of

   - (i) loss of houses.
   - (ii) radioactive gas leak.
   - (iii) death of people.
   - (iv) loss of livelihood.

2. ***Answer the following questions.***

   (a) Describe the images used to show the ferocity of the advancing tsunami.

   (b) Why do you think the 'two minutes' seemed endless?

   (c) *Fires burned out of control.* What were these fires?

   (d) How do you think man has been irritating the planet?

   (e) Mention three images from the text that

   - (i) make you feel that man is insignificant compared to nature.
   - (ii) human activities irritate nature.

Learn to infer

Answer the following questions.

1. How do you think the survivors feel now, after having experienced this natural disaster?
2. Do you think the magnitude of loss caused by the disaster could have been reduced? Give reasons.

Vocabulary

WORDS RELATED TO EARTHQUAKES

Unscramble the words in brackets to fill in the blanks given in the passage below.

An earthquake is caused by a sudden, violent shifting of massive .... (rcosk) called plates under the earth's surface. This movement of the plates releases stress along the geologic .... (tuflas). The .... (nretecpie) is the point on the surface where the earthquake is the strongest.
The .... (ircrteh) scale is used to measure the amount of energy released by the earthquake. Small .... (etmsror) occur constantly, but every few months a major earthquake occurs somewhere in the world. Scientists are researching ways to .... (ritpdce) earthquakes.

Spelling

QU, QUA AND QUE WORDS

Fill in the blanks given below.

1. An imaginary line on the Earth's surface that divides the Earth into a Northern Hemisphere and a Southern Hemisphere: ....

2. The violent shaking of the earth: an ....
3. A shape that has four equal sides and four equal angles: ....
4. Someone who is very curious: ....
5. Something that happens very often: ....
6. State of matter other than solid or gas: ....

Rule: When we use the letter 'q', we always add 'u' after it.

Grammar

DETERMINERS

A word that determines or limits a noun phrase is a determiner.

Determiners are put at the beginning of a noun phrase.

Determiners include the following:

- articles (*a, an, the*)
- possessive adjectives (*my, our, your, his, her, their,* etc.)
- demonstratives (*this, that, these, those, which*)
- distributives (*each, every, either, neither,* etc.)
- quantifiers (*a few, a little, much, more, some,* etc.)
- numbers (*one, two, forty, second, twenty-fourth,* etc.)
- interrogatives (*what, whose, which*)

Read the sentences and complete them using suitable words/phrases given in the box.

neither of them
more than half
both of them
a large number of
all
two
a fraction of the population
a majority of them
a lot of
very few

1. .... Indians are my brothers and sisters.
2. .... live in villages.

3. .... can understand Hindi.
4. .... people live in north India.
5. Kolkata and Mumbai are .... metros with huge population.
6. .... are capital cities of the respective states.
7. .... can cope with the daily migration of people into the cities.
8. .... people live in slums.
9. .... cities in India face such gigantic problems as Kolkata and Mumbai.
10. Only .... of the cities in India enjoy all civic amenities.

PRONOUNS

Pronouns are words which are used to replace nouns wherever required. They have to match the corresponding noun in gender and number.

Types of Pronouns:

- Personal pronouns (*I, you, he, it, me, him*, etc.)
- Possessive pronouns (*mine, ours, hers*, etc.)
- Distributive pronouns (*either, neither*)
- Reciprocal pronouns (*each other, one another*)
- Demonstrative pronouns (*this, that, these, those*)
- Reflexive pronouns (*yourself, yourselves, himself, herself*)
- Emphatic pronouns (*myself, ourselves, themselves, itself*)
- Relative pronouns (*who, whom, which, what, that*)
- Interrogative pronouns (*who, which, what, whose*)

Insert the correct pronouns in the blanks.

1. .... likes to tie ribbons in her hair.
2. Rita broke my mug. .... was gifted by my father.
3. .... his father or his sister will go with him.

4. Sarah and Vinni helped ....
5. The pen .... she bought yesterday is beautiful.
6. .... are going to Rajiv's birthday part tonight.
7. .... was the name of the book you suggested?
8. We cook dinner ....
9. .... is our garden. .... grow vegetables and fruits here.
10. He .... was present in the meeting.
11. This is .... house. We live here.
12. Why don't .... wear the skirt I gave you?
13. That bicyle is .... I bought .... last winter.
14. .... of our friends have gone to Goa.
15. Reena has bought a car. .... keeps .... very clean. She likes to clean it ....

Writing

MAGAZINE ARTICLE

Write an article titled 'Don't be Scared, be Prepared: Dealing with Natural Disasters' for your school magazine using the points given below. The word limit is 150–200 words.

> development of decades destroyed in hours; less people die but many crippled and livelihoods affected; causes—extreme weather, poor development, unplanned urbanization; be prepared—reduce global warming; insurance schemes, advance warning systems, buildings constructed to withstand earthquakes; educate people about evacuation, etc.

Listening and speaking

Imagine that you are having dinner with your family one evening. All of a sudden, your dog appears agitated. Within seconds, you hear a loud rumbling and everything starts shaking violently. The TV goes off, things fall off the shelves, the windows rattle, the fan sways, a light fitting crashes from the ceiling and your Mother screams, 'Earthquake!' After a few minutes, the power goes out and you are left in the dark. You can smell gas leaking from the cylinder in the kitchen.

What would you expect from each member of the family? Discuss in groups and offer the class useful and wise advice to follow in such a situation.

Life

This poem is about facing life's challenges with a positive outlook. Read and enjoy it.

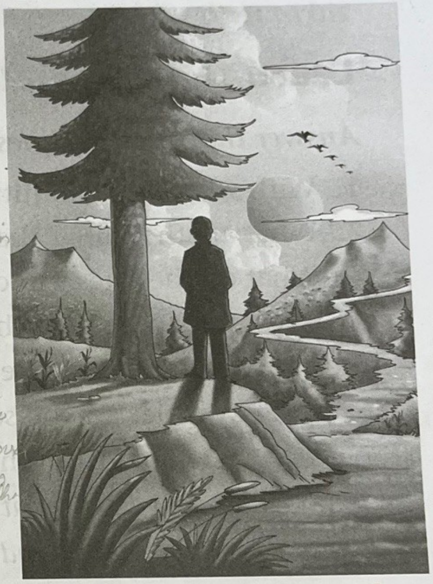
hmalam en in

Ka nun hi kumtin kum tin in
Let me but live my life from year to year,
Hmalam en chungin
With forward face and unreluctant[1] soul;
muang chang in ka goal en chungin
Not hurrying to, nor turning from the goal;
Kan hnung a thil awm ngaihtuah lo in
Not mourning[2] for the things that disappear
Kan hnunglam a awm in ~~Aton~~ tibbuai tir lo in
In the dim past, nor holding back in fear
hmalam a lo la awm tur a negative zawng a la lo in
From what the future veils; but with a whole
naupang lunglai ang a hlim tak a awm a duh a
And happy heart, that pays its toll
Tleirawl naupan lunglai a ti buai tu te buaina ang
To youth and age, and travels on with cheer[3]. lo
te vei nei lo in hmun sangah emaw hniamah ka in hunhaw leh lung ngaih
So let the way wind up[4] the hill or down,
Kan nun a zinkawng hi hlim takin
O'er rough or smooth, the journey will be joy:
mipa naupang ka nih lai a ka dream thin
Still seeking what I sought when but a boy,
thian thar kal ha ngai loh thil thar hmuh chhuah lawmman
New friendship, high adventure[5], and a crown,
Ka thinlung hian kha k hmun zawn rom zawng tur in
My heart will keep the courage of the quest[6],
Ka kal reng anga
And hope the road's last turn will be the best.

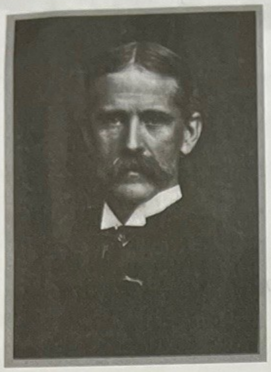
~~A tawp hunah ka nun a ka~~
~~thlen hunah pawh~~

HENRY VAN DYKE

theih chin
A tawp lum ka thlen ~~hun ka nun~~
ka nun a ka thlen hun a tha
ber ka thlen theih hun tin
Henry Van Dyke hian a ti a ni



[1] *unreluctant*: not hesitating in doing new things
[2] *mourning*: feeling sad that someone or something is no longer there
[3] *cheer*: an atmosphere of happiness
[4] *wind up*: go up with many bends and twists
[5] *high adventure*: thrilling adventure
[6] *quest*: a long search



Henry Jackson Van Dyke was born in Pennsylvania, USA. He was a writer and minister in the church. He had many talents and wrote short stories, poems and essays about religion and nature. In 1900, he became the Murray Professor of English Literature at Princeton University. In 1908, he became a visiting lecturer at the University of Paris. He is regarded as one of the best American short story writers.

Learn to appreciate the poem

Answer the following questions.

1. With what kind of attitude does the speaker wish to lead his life?
2. What are the things that the speaker is not afraid to face?
3. What do the lines 9 and 10 of the poem mean?
4. In what manner does the speaker wish to achieve his goals in life?
5. Why doesn't the speaker mourn the losses of the past?
6. What qualities do you see in the speaker?
7. Read these lines from the poem and answer the questions that follow.
   (a) *And happy heart, that pays its toll*
   To youth and age, and travels on with cheer.
      (i) What do you think the poet means by *happy heart, that pays its toll to youth and age?*
      (ii) Is the poet young or old? Give evidence from the poem.
   (b) *Still seeking what I sought when but a boy,*
      (i) What is the poet seeking?
      (ii) Do you think the poet's quest is fulfilled? Give evidence from the poem to justify your answer.

2 A Lesson for Tyler

Every little step taken by a person can help to save the environment. Read this story to find out how.

The little boy walked sadly down the footpath. He opened the door to his house and went inside. His mother was in the kitchen. She saw his face and asked him, 'Tyler, what happened? Is everything okay?'

'Nothing is okay.'

'Is there anything I can do to help?' asked his mother.

'That's just the thing, Mother. There's nothing we can do. In school, the teacher was talking about Earth Day. It is supposed to be a day when everyone promises to do something to help take care of our world. Mrs Green was telling us how many factories are not careful about how they get rid of their industrial waste[1]. Our world is getting dirtier; many animals and plants are dying. She wants us to think of something we can do to help. I can't stop the factories from polluting our environment. I cannot make a difference.'

Tyler's mother sat for a minute, thinking. 'Let me tell you a story that your grandfather told me— One morning, a man was walking on a beach covered with dying starfish. Due to strong tides on the previous night, thousands of starfish had been washed up on the shore. The man felt sad thinking that so many starfish would die on the beach.

'He came upon a boy who was throwing the starfish back into the ocean as fast as he could. He was out of breath and it was obvious that he had been at this task for a while. The man said to the boy, "You might as well quit. There are thousands of starfish on this beach. They are washed up all over the beach as far as you can see. There is no way you can make any sort of a difference."

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[1] industrial waste: toxic chemical waste generated while manufacturing industrial goods

'The boy did not even pause to answer him. He kept bending and throwing the starfish into the sea but as he did so, he spoke to the man, "I can make a difference to this one, and this one, and this one."

'The man knew that the boy was right. He began to help the boy in returning the starfish to their home.'

Tyler asked his mother. 'But he did make a difference, didn't he? To every starfish that he threw back in the sea?'

Tyler's mother smiled at him and nodded.

'It means that I can make a big difference by doing even little things.'

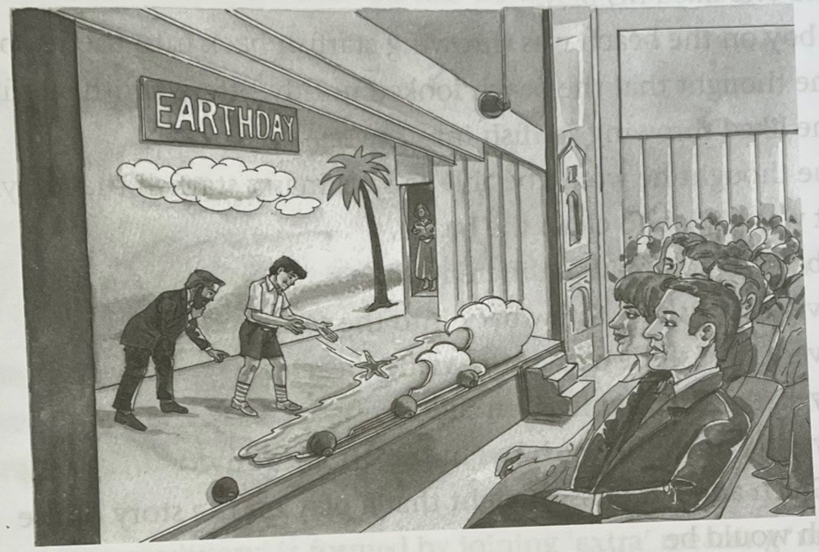
'That,' she said, sliding him a plate of sandwiches, 'is exactly what I am saying.'

The next morning on the way to school, Tyler was bursting with excitement as he had got a bright idea in his head. He told his teacher the story of the starfish and his plans.

Mrs Green decided to let Tyler share the story and his idea with the class. Everyone began to work immediately, cutting out large green leaves out of recycled coloured paper.

On Earth Day, a school function was organised and everyone in the community was invited. Many of those gathered were startled to see the large brown tree trunk in the middle of the auditorium wall. A boy, dressed up to look like a man, walked across a stage filled with starfish. The play went on as Tyler and his class narrated the story.

When the play was over, the audience applauded[2] as Tyler stood at the podium[3]. He said, 'We often feel sad thinking that we cannot do anything for the environment. The problems seem too big for us. But we know now that even the little things we do, add up to mean a lot to our world.' The students started to pass the paper leaves and pens to the audience. 'We want every person to think of one thing they can do to make a difference to our world and write it down on the paper.'



Tyler and his class read out many of the suggestions written on the paper leaves, as they attached them to the tree. 'I will walk to work.' 'I will use both sides of my paper to save trees.' 'I will plant a tree every year.' 'I will start recycling my newspapers.'

Tyler bent to write his promise on the leaf. Soon, the tree was beautiful and green and covered with the Earth Day promises.

As Tyler walked back home, he pulled out an old grocery bag from his school bag. He began picking up the trash along the road. He smiled all the way home, thinking of the difference this would make.

Kim Moon

[2] applauded: showed approval by clapping hands
[3] *podium:* a small platform

Learn to read

Select the appropriate answer.

1. Tyler felt helpless because he felt that
   - (a) no one was doing anything to save the planet.
   - (b) the environmental problem was too big for anyone to handle.
   - (c) he was unable to make a difference.
   - (d) no one liked his play.
2. The boy on the beach was throwing starfish back into the sea because
   - (a) he thought that the beach looked untidy littered with starfish.
   - (b) he liked throwing starfish into the sea.
   - (c) he thought he would be able to save many starfish that way.
   - (d) it was his job to clean the beach.
3. The boy's action made a difference to
   - (a) every starfish he threw back into the sea.
   - (b) every starfish he let remain on the beach.
   - (c) every starfish that lived in the sea.
   - (d) every starfish that he brought back home.
4. Mrs Green and her class thought that a play on the story of the starfish would be
   - (a) an effective way of saving fishes.
   - (b) an interesting programme for Parents' Day celebrations.
   - (c) an effective way to spread the message of conservation.
   - (d) an interesting programme for Earth Day celebrations.
5. Tyler decided to make a difference by
   - (a) sitting at home and thinking about the environment.
   - (b) picking up any trash that he came upon on his way.
   - (c) convincing the factories to dispose of their waste carefully.
   - (d) complaining against the people who litter the streets with waste.

Learn to infer

1. Why did Tyler think that he would not be able to make a difference?
2. What was the boy on the beach doing? What lesson did the man learn from the boy?
3. Write the story of the starfish from the perspective of one of the starfish that lived due to the boy's effort. (You may start like this: *I was lying helpless on the beach after the tide washed me ashore …*)

Vocabulary

PREFIXES

Read the following:

extra + terrestrial = extraterrestrial (a creature that comes from another planet)
extra + ordinary = extraordinary (very unusual)

The word 'extraterrestrial' is formed by joining the two words 'extra' meaning 'beyond' or 'not belonging to' and 'terrestrial' meaning 'of the earth'.

The word 'extraordinary' is formed by joining 'extra' meaning 'more than usual' and 'ordinary' meaning 'normal'. In these words 'extra' is used as a prefix. A *prefix* is a letter or a group of letters added to the beginning of a word to change its meaning.

We do not use a hyphen between the prefix and the root word.

Combine the prefixes and words from the boxes and complete these sentences.

extra, inter, over, super, under

curricular, fast, national, rated, slept

1. Remi .... on Monday and got late for school.

2. The school is well-known for the .... activities it organizes for the overall development of its students.
3. There is going to be an .... conference on the issue of global warming in Mexico.
4. Shatabdi Express is one of India's .... trains.
5. This book is very good but its author is not famous. I think the author is ....

IDIOMS

An *idiom* is a phrase (group of words) which means something different from the literal meanings of its individual words.

Replace the underlined words in each dialogue with a suitable idiom from the box.

pulling my leg	made up his mind	hang on
make do	the light break in	

1. A: Is Rohan going to the Law School after all?
   B: I think he has decided to do just that.
2. A: The company has decided to promote you to the post of manager.
   B: I don't believe you. I know you are just joking with me.
3. A: Hello, may I talk to Ahmed, please?
   B: Wait, I shall call him.
4. A: It is a bit chilly. Could you lend me one of your sweaters?
   B: Sorry, I don't have any. I have a shawl though.
   A: That would be fine. I shall manage with a shawl.
5. A. What happened when you explained the procedure to him?
   B. You could see that he began to understand finally!

Pronunciation

WORDS ENDING IN –GUE

Read these words aloud.

ague, **argue**, **meringue**
cata**logue**, collea**gue**, dialo**gue**, fati**gue**, pla**gue**, ton**gue**, travelo**gue**,
va**gue**, den**gue**

Read these sentences as quickly as you can.

The doctor had a dialo**gue** with his collea**gue** about the va**gue** symptoms of fati**gue** and a**gue**. The doctor said that it was either, a case of pla**gue** or den**gue**.

Grammar

SIMPLE PRESENT TENSE

Read the following statement.

Today's Olympic Games *are based on* what took place at Olympia.

In this sentence, *are based on* refers to an action that takes place in the present. It is in the *simple present tense.*

Simple present tense can be used in various ways.

- To express habitual action: *I study for four hours daily.*
- To express general truth: *The sun rises in the east.*
- To indicate a future planned event: *The school closes for winter vacation on 21st December.*

Fill in the blanks using the simple present tense of the verbs given in brackets. Use negatives where necessary.

Example: We eat sweets but monkeys don't eat them. (eat)

1. I .... a tie to school but my sister .... one to college. (wear)

2. A deer .... fast but a buffalo .... fast. (run)
3. A concorde .... faster than the speed of sound
but a helicopter .... that fast. (fly)
4. I .... reading stories but I ....
writing a sentence five times. (like)
5. My aunt .... near our house but my grandparents
.... close-by. (live)

SIMPLE PAST TENSE

Simple past tense is used for an action that took place in the past and is complete by the time of speaking.

Read the following sentence:
The Olympics *were* not the only competitive games held in ancient Greece but they were the most popular.

In this sentence, *were* refers to an action that took place in the past. it is in the simple past tense.

Fill in the blanks with the past forms of the verbs given in brackets.

In the Olympic Games .... (hold) at Atlanta in 1996, Leander Paes .... (win) the bronze medal. When he .... (return) to India he was given a hero's welcome. Hundreds of students .... (go) to the airport to receive him. When they .... (see) him they .... (cheer) loudly and .... (garland) him. Some of them .... (take) his autograph.

SUBJECT–VERB CONCORD

A verb must agree with its subject in number and person. Number denotes singular and plural. Person can be first person (*I, we*), second person (*you*—both singular and plural), and third person (*he, she, it, they*).

We must use a singular verb with a singular subject and a plural verb with a plural subject.

Examples: This senior student *works* so hard.
(*student* - third person and singular subject,
works - singular verb)
Those senior students *work* so hard.
(*students* - third person and plural subject,
work - plural verb)
A teacher *supervises* their work daily.
(*teacher* - third person and singular subject,
supervises - singular verb)
Sometimes two teachers *supervise* their work.
(*teachers* - third person and plural subject,
supervise - plural verb)

The pronoun *I* is used with *am* in present tense and *was* in past tense and with the plural forms of other verbs.

Example: I *am* doing my homework now. I *was* not well yesterday. I *study* in Modern School. I *play* football.

The pronoun *you* is always used with the plural form of verbs.

Example: You *are* an excellent actor. You *play* the role of Julius Caesar very well. Both of you *belong* to a superb category of actors.

Five rules for subject-verb concord:

- When two nouns are connected by 'and', the verb is plural. (Compound subject)
  Example: Apples and mangoes *are* fruits.
- A compound subject that refers to one thing, idea or person is considered as one unit and the verb is singular.
  Example: A herd of elephants *is* crossing the river.

- An alternate subject is made up of two or more singular nouns or pronouns connected by *or, nor, but, either … or, neither … nor*. It takes a singular verb.
  Example: Neither Sushil nor Neetu *wants* to go to the park.
- Some indefinite pronouns such as *no one, one, other, much, someone, anyone, anything, nothing, everything, something, someone,* etc. take singular verbs.
  Example: Everyone *loves* ice cream.
- When *some/any* refers to a singular uncountable noun, it takes a singular verb.
  Example: There *was* some water in the glass.

Correct the sentences and rewrite them in the space given below. For the sentences which are correct, write 'No change required'.

1. Assignments and projects is an essential part of a student's scholastic development.

   ....

2. A gaggle of geese are swimming in the lake.

   ....

3. You can't have burgers or sandwiches for dinner.

   ....

4. No one want to take charge of this project.

   ....

5. There are some spare furniture in the garage.

   ....

Writing

POSTER MAKING

You have read how Tyler and his classmates persuaded people to do their bit for the environment through their play.

You find that plastic bags are lying around and choking the environment. Make a poster persuading the students of your school to avoid using plastic bags.

A poster is a notice announcing or highlighting something. Its purpose is giving out specific information. Its layout should be impressive and it should contain necessary information so that the reader is interested and continues to read the complete poster.

The event poster is one which gives out information about events which are about to take place. It could be a school fete, a drawing competition, the Annual Day, etc.

It should contain the following details:

- A catchy slogan
- Detailed brief of the event (it should be brief, in a few sentences)
- The place where the event will take place
- Date (if it is a competition then give the opening and last date of submission, entry fees, where the tickets will be available)
- Other details of the events
- An ending slogan (inviting people to join, make it creative and concise)
- Name of organizer

A sample for the poster is given below.

A day full of fun, excitement and enjoyment!

The Wisdom International
Annual School Fete 2016
The school football ground
14.12.2016–15.12.2016

Entry fees: Rs. 250
(valid for both days)
Collect your tickets from your respective class teachers.
Outsider's entry allowed only if they are accompanied by a member of the school.

Ferris wheel
Merry-go-round
Fun games

Dance performances
Concert by the school band
Lucky draws with exciting prizes

Please join us for this exciting joyride!

Wisdom International ECA Association

3 Sound Sensations from Evelyn Glennie

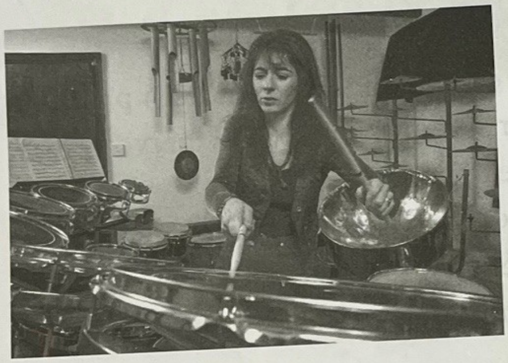
The lives of great people often remind us that the path to success and recognition is never very smooth or easy. These people have had to fight against many odds—sometimes in the form of opposition from family and society, sometimes lack of funds and often serious handicaps that they suffered from. Read the following account of a person who fought against a physical disability and made her life a success story.

Rush hour crowds jostled for position on the underground train platform. A slight girl, looking younger than her seventeen years, was nervous yet excited as she felt the vibrations of the approaching train. It was her first day at the prestigious Royal Academy of Music in London and daunting[1] enough for any teenager fresh from a Scottish farm. But this aspiring[2] musician faced a bigger challenge than most: she was profoundly deaf.

Evelyn Glennie's loss of hearing had been gradual. Her mother remembers noticing something was wrong when the eight-year-old Evelyn was waiting to play the piano. 'They called her name and she didn't move. I suddenly realized she hadn't heard,' says Isobel Glennie. For quite a while, Evelyn managed to conceal her growing deafness from friends and teachers. But by the time she was eleven, her marks had deteriorated[3] and her headmistress urged her parents to take her to a specialist. It was then discovered that her hearing was severely impaired as a result of gradual nerve damage. They were advised that she should be fitted with hearing aids and sent to a school for the deaf. 'Everything suddenly looked black,' says Evelyn.

[1] *daunting:* frightening
[2] *aspiring:* having a strong desire to do something
[3] *deteriorated:* became worse

But Evelyn was not going to give up. She was determined to lead a normal life and pursue her interest in music. One day, she noticed a girl playing a xylophone[4] and decided that she wanted to play it too. Most of the teachers discouraged her but percussionist[5] Ron Forbes spotted her potential[6]. He began by tuning two large drums to different notes. 'Don't listen through your ears,' he would say, 'try to sense it some other way.' Says Evelyn, 'Suddenly I realized I could feel the higher drum from the waist up and the lower one from the waist down.' Forbes repeated the exercise and soon Evelyn discovered that she could sense certain notes in different parts of her body. 'I had learnt to open my mind and body to sounds and vibrations.' The rest was sheer determination and hard work.



She never looked back from that point onwards. She toured the United Kingdom with a youth orchestra and by the time she was sixteen, she had decided to make music her life. She auditioned[7] for the Royal Academy of Music and scored one of the highest marks in the history of the Academy. She gradually moved from orchestral work to solo performances. At the end of her three-year course, she had captured most of the top awards.

And for all this, Evelyn won't accept any hint of heroic achievement. 'If you work hard and know where you are going, you'll get there.' And she has got right to the top, the world's most sought-after multi-percussionist with a mastery of some 1000 instruments and a hectic[8] international schedule.

[4] *xylophone*: a musical instrument that consists of a row of wooden bars of different lengths

[5] *percussionist*: a person who plays a percussion instrument such as the drum or the tabla

[6] *potential*: an ability which someone has, which may not be fully developed yet

[7] *auditioned*: gave a short performance so that the director could decide whether she was good enough

[8] *hectic*: very busy

It is intriguing[9] to watch Evelyn function so effortlessly without hearing. In our two-hour discussion she never missed a word. 'Men with bushy beards give me trouble,' she laughed. 'It is not just watching the lips, it's the whole face and especially the eyes.' She speaks flawlessly[10] with a Scottish lilt[11]. 'My speech is clear because I could hear till I was eleven,' she says. But that doesn't explain how she managed to learn French and master basic Japanese.

As for music, she explains, 'It pours in through every part of my body. It tingles[12] in the skin, my cheekbones and even in my hair.' When she plays the xylophone, she can sense the sound passing up the stick into her fingertips. By leaning against the drums, she can feel the resonances[13] flowing into her body. On a wooden platform she removes her shoes so that the vibrations pass through her bare feet and up her legs.

Not surprisingly Evelyn delights her audiences. In 1991, she was presented with the Royal Philharmonic Society's prestigious Soloist of the Year Award. Says master percussionist James Blades, 'God may have taken her hearing, but he has given her back something extraordinary. What we hear, she feels—far more deeply than any of us. That is why she expresses music so beautifully.'

Evelyn confesses that she is something of a workaholic. 'I've just got to work ... often harder than classical musicians. But the rewards are enormous.' Apart from the regular concerts, Evelyn also gives free concerts in prisons and hospitals. She also gives high priority[14] to classes for young musicians. Ann Richlin of the Beethoven Fund for Deaf Children says, 'She is a shining inspiration for deaf children. They see that there is nowhere they cannot go.'

Evelyn Glennie has already

[9] *intriguing:* fascinating and curious
[10] *flawlessly:* without a fault or mistake
[11] *lilt:* the pleasant way in which a person's voice rises and falls
[12] *tingles:* feels a slight pricking or stinging sensation
[13] *resonances:* echoing of sounds
[14] *priority:* great importance

accomplished more than most people twice her age. She has brought percussion to the front of the orchestra and demonstrated that it can be very moving. She has given inspiration to those who are handicapped, people who look at her and say, 'If she can do it, I can.' And, not the least, she has given enormous pleasure to millions.

DEBORAH COWLEY

Learn to read

1. ***Choose the correct answer.***

   (a) Evelyn Glennie's loss of hearing was

   (i) slow.
   (ii) first noticed by her headmistress.
   (iii) sudden.
   (iv) first noticed when she was six.

   (b) Evelyn explains that when playing the xylophone, she feels the vibrations through

   (i) her bare feet.
   (ii) the wooden platform.
   (iii) her fingertips.
   (iv) her body.

2. ***Work out the meanings of the following words, using the clues in the context. Compare your answers with your partner's.***

   (a) jostle: .... (train platform/crowds)
   (b) impaired: .... (growing deafness/gradual nerve damage)
   (c) workaholic: .... (just got to work/harder than classical musicians)

(d) accomplished: .... (brought percussion to the front of orchestra/presented with a prestigious award)

Learn to infer

Give reasons for each of the following:

1. Evelyn was nervous on her first day at the Royal Academy of Music in London.
....
2. Evelyn's marks in school deteriorated.
....
3. Evelyn felt indebted to Ron Forbes.
....
4 Men with bushy beards trouble Evelyn.
....
5. She needs to remove her shoes/lean against the drums during a performance.
....

Vocabulary

COLOUR IN LANGUAGE

Study this sentence:

Everything suddenly turned black.

The word *black* is used to describe a feeling of depression and despair.

Colours are often associated with various types of emotions.

Select a colour from the box which is associated with the feelings in each of the following sentences and then fill in the blanks.

green red blue grey white pink

1. I was .... with envy when I heard that my friend would be meeting the President of India in person.
2. She seemed to be in the .... of health.
3. Malini turned .... with shock when she heard that her neighbour's flat had been burgled.
4. I became .... with annoyance when Anjali shared my secret with the other girls.
5. We must cheer him up. He has been feeling .... all day.

Pronunciation

STRESS IN POLYSYLLABIC WORDS

Words are made up of syllables. The word *I* has one syllable whereas the word *fifteen* has two syllables: *fif* and *teen*. There are words with three, four, five and more syllables in English.

When a word has more than one syllable, one of them is uttered with more force or stress. For example, in the word *academy*, a-ca-de-my, the second syllable is said with greater force as a**ca**demy.

Pronounce the following words, many of which are from the text you have just read, by placing the stress on the part which has been written in bold letters.

xylophone
handwriting
effortless
resonances
downtrodden

a**cad**emy
per**for**mances
pri**or**ity
vi**bra**tions
dis**cuss**ion

inter**na**tional
expla**na**tion
gene**ra**tion
medi**ta**tion
petro**chem**ical

Grammar

PRESENT CONTINUOUS TENSE

The *present continuous tense* refers to an ongoing action at the time of speaking and has the form: *is/are + verb + ing*

Look at this sentence:

My grandmother *is reading* the newspaper now.

The action (reading the newspaper) takes place at the very moment the speaker talks about it ('is reading now'). The verb *read* in this sentence is in the *present continuous tense.*

Usually, only verbs which show action have the continuous form. Verbs which show a state, not an action, are generally not used in continuous form. These verbs are *be, have, know, believe, appear, doubt, feel, think* and a few others.

Fill in the blanks with the simple present tense or present continuous tense of the verbs given in brackets. Remember, there may be some exceptions to the rules given above.

1. My mother often .... me to school in the morning on her way to work. (drop)
2. We .... hard but this sum is really difficult to solve. (try)
3. The beautiful house where my grandparents live .... of five huge bedrooms. (consist)
4. My friend Para is absent today because he .... fever. (have)
5. I .... I will go home right now. (think)
6. The teacher has left the classroom so the children .... (scream)
7. Priya .... hard for exams because she wants to do well. (study)

PAST CONTINUOUS TENSE

The *past continuous tense* is used in the following ways.

- It is used for continuous actions in the past or an action which was still in progress at a particular time.
  Example: It was early morning. I *was sleeping*.
- It is used with another verb in the simple past tense to describe the background against which the action took place.
  Example: When I looked out of the window, I found that it *was raining*.

The structure of the past continuous tense is:

past tense of the auxiliary verb *be* + present participle of the main verb i.e. *be* (*was/were*) + *ing* form of verb.

Example: I *was listening* to music when she called.

Use the past continuous tense of the verbs given in the brackets.

1. When she .... (pull) an old book from the shelf, some of its leaves fell off.
2. While I .... (play) football, I sprained my ankle.
3. When he .... (look) for his pen, he found his missing spectacles.
4. When they .... (walk) towards the market, he met his friend.
5. While you .... (do) your homework, your friend rang up.

MODALS

Modal auxiliary verbs help a main verb to express ideas such as ability, possibility, intention, necessity, obligation, etc. Words such as *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, *must* and *ought* to are used as modals and they help the main verbs to vary the meaning. They do not change according to the subject like main verbs. There are nine modal verbs in English which are called pure modals. There are nine modal verbs in English which are called pure modals.

can: to express ability, permission, possibility, request
could: to express ability, permission, possibility, request, suggestion
may: to express permission, probability, request
might: to express possibility, probability, suggestion
must: to express deduction, necessity, obligation, prohibition
shall: to express decision, future, offer, question, suggestion
should: to express advice, necessity, prediction, recommendation
will: to express decision, future, intention, offer, prediction, promise, suggestion
would: to express conditional, habit, invitation, permission, preference, request, question, suggestion

All modal verbs except *may* and *might* have a negative contraction. You cannot say *mayn't* or *mightn't*.

Remember that with modal verbs, more than one possibility often exists.

For example:

(a) Doctor to patient: You *can* walk quite well now.
('can' expresses ability.)

(b) Father to son: You *can* go out with your friends this evening.
('can' expresses permission.)

(c) If the main store was shut, you *could/might* have gone to the shop round the corner. (Both 'could' and 'might' here express a suggestion.)

Fill in the blanks with a suitable modal verb and state what it expresses. The first one has been done for you.

1. You can drive your car to college, but you have to get a license first. (permission)
2. She's been studying for the last ten hours. She ………… be exhausted.
3. You ………… have eaten at the new restaurant.

4. I .... finish my homework before I go to sleep.
5. John .... be the one who broke the window.
6. As a child, I .... walk to school every day.
7. You .... encounter difficulties in your fight against injustice.
8. .... I carry your basket?
9. If I were President, I .... reduce the cost of education.

Writing

REPORT WRITING

Every year in January, on the eve of Republic Day, awards are given to children who have performed feats of bravery. Hanboklang Nongsiej was the recipient of the Bapu Gayadani Award. Let us suppose you were one of the ten students of your school who had the pleasure of meeting him and talking to him.

Using the following notes, write a report for your school magazine, describing your meeting with him, your impressions of him and the heroic deed which earned him this award.

- Age: 13
- Place he belongs to: Khasi Hills, Meghalaya
- Lost parents when he was seven
- Lives with his maternal grandparents and uncle
- Studying in Class II in a government primary school
- Saved ten-month-old cousin from a house on fire—uncle was away—aunt called out for help—Hanboklang rushed in—wrapped boy in blanket and ran out—suffered severe burns
- First visit to Delhi
- Thrilled about meeting the Prime Minister and riding on elephant in the Republic Day Parade

Listening and speaking

All of you would have ideas about what you want to become when you grow up. Each of you should choose one profession for yourself and then take part in the following speaking and listening activity. Given below are the names of a few professionals. In case you run out of ideas, you could choose one from here.

cardiologist
banker
TV newsreader
astrologer
journalist
artist
teacher
veterinary doctor
film actor

STUDENT 1: When I grow up, I will become an eye doctor.

STUDENT 2: If you become an eye doctor, I can have my eyes tested by you.

STUDENT 3: When I grow up ....

STUDENT 4: If you become a ...., I can ....

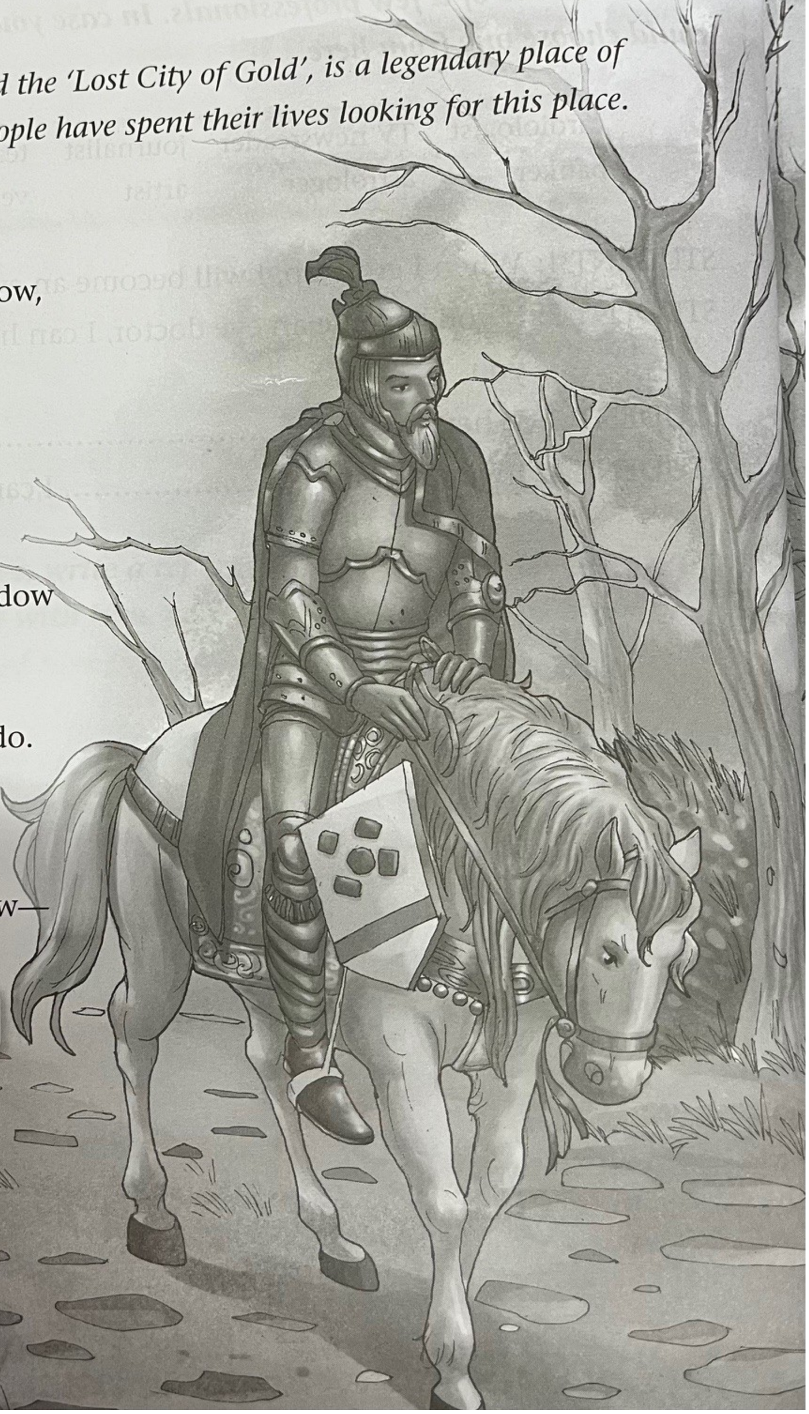
Eldorado

El Dorado, otherwise called the 'Lost City of Gold', is a legendary place of immense wealth. Many people have spent their lives looking for this place.

Gaily bedight[1],
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old—
This knight so bold—
And o'er his heart a shadow
Fell as he found
No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim shadow—



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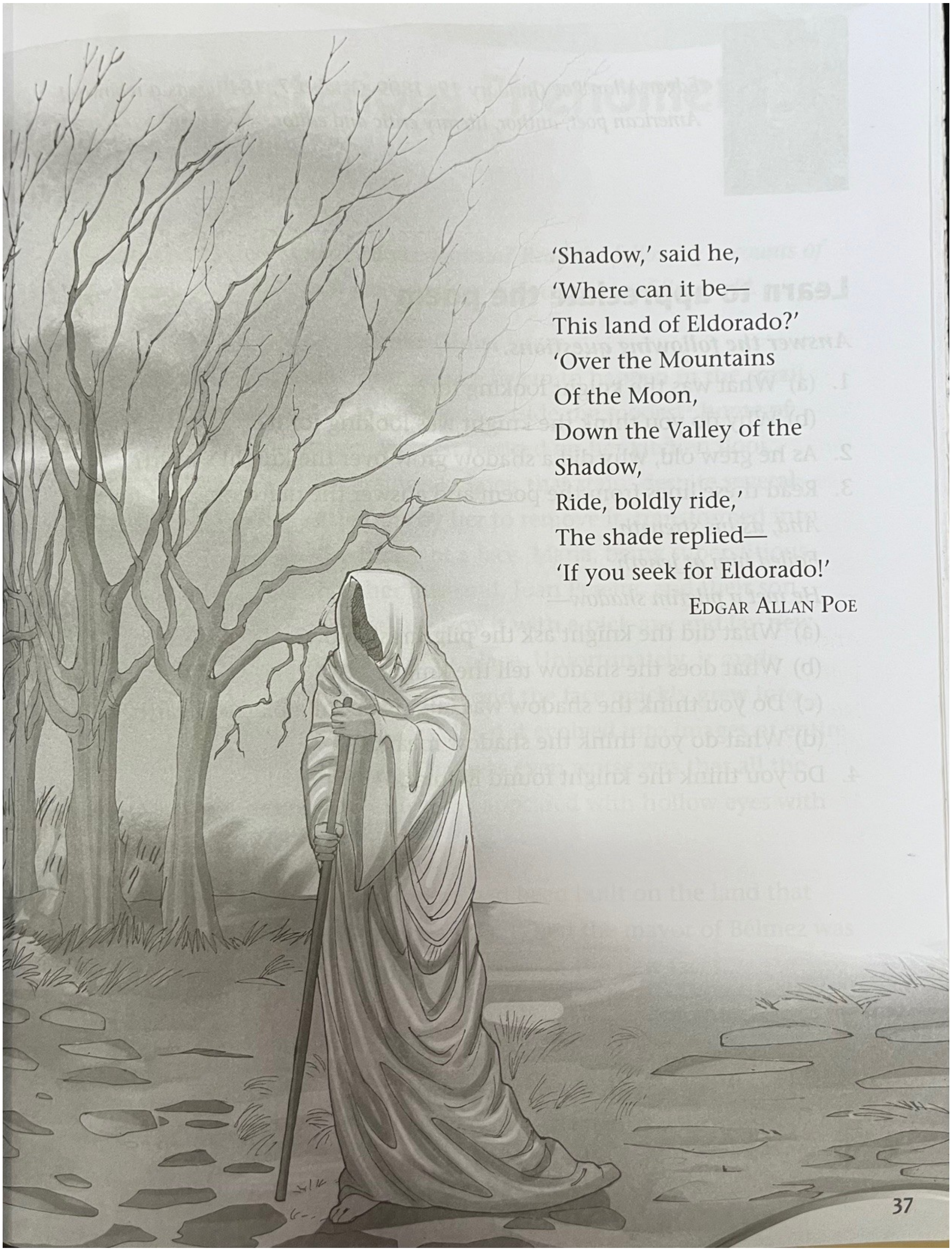
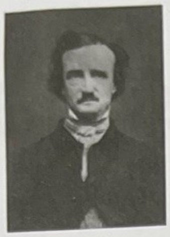
[1] *gaily bedight:* (here) brightly dressed



'Shadow,' said he,
'Where can it be—
This land of Eldorado?'
'Over the Mountains
Of the Moon,
Down the Valley of the
Shadow,
Ride, boldly ride,'
The shade replied—
'If you seek for Eldorado!'

EDGAR ALLAN POE



Edgar Allan Poe (January 19, 1809–October 7, 1849) was a renowned American poet, author, literary critic and editor.

Learn to appreciate the poem

Answer the following questions.

1. (a) What was the knight looking for?
   (b) Why do you think the knight was looking for it?
2. As he grew old, why did a shadow grow over the knight's heart?
3. Read these lines from the poem and answer the questions that follow:

   And, as his strength
   Failed him at length,
   He met a pilgrim shadow—

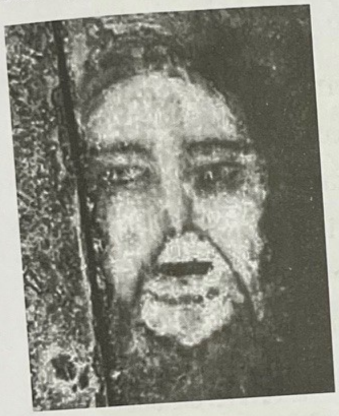
   (a) What did the knight ask the pilgrim shadow?
   (b) What does the shadow tell the knight?
   (c) Do you think the shadow was talking about a place on earth?
   (d) What do you think the shadow meant?
4. Do you think the knight found Eldorado?

4 Mysterious Phenomena

Can science and logic explain all phenomena? Read the following accounts of three bizarre events that took place in three different parts of the world.

Bélmez Ghost Faces

On August 23, 1971, something strange began to happen in the small Spanish town of Bélmez de la Moraleda. Inside the modest[1] home of María Gomez Pereira, a stain was first noticed on her kitchen floor.



Several weeks later, that stain, despite several attempts by her to remove it, transformed into the image of a face. María, being superstitious, had her husband, Juan Pereira, and their son, Miguel, destroy it with a pick-axe and lay new cement in its place. Unfortunately, it made matters worse and the face quickly grew into other faces. Then it evolved into images of entire bodies. What was even worse was that all the faces had a grave expression and some appeared with hollow eyes with no eyeballs at all.

Soon it was found out that the home had been built on the land that was once the site of multiple graveyards. When the mayor of Bélmez was informed of this, he forbade the destruction of the new faces.

Word got out and María Gomez's house became famous, attracting curiosity seekers and paranormal[2] investigators. Thousands of people would line up in front of the house to catch a glimpse of the Bélmez ghost faces. Soon strange happenings were noticed at the house, and the town was gripped by fear. The City Council decided to excavate[3] the spot where the faces were appearing. Upon doing so, human remains were found about nine feet from the surface. The bones dated as far back as the 13th century. Many began to believe that if the remains were moved and given a proper burial, the faces would stop appearing. But this turned out to be a false assumption and the faces continued to appear.

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[1] modest: simple, without any signs of luxury or wealth

[2] *paranormal*: something that cannot be explained by applying the normal scientific laws

Whenever the floor was replaced, the same images once again reappeared. The floor was sealed with wax and measures were taken to prevent any human contact with the floor for some time. When the wax was removed, not only had the images continued to transform, new images had also appeared. This was very perplexing[4].

Several tests were done on the samples of the cement taken from the floor. These tests disproved[5] the theories that someone was simply sneaking in and painting the cement. Besides, the faces were appearing in the cement, rather than on it. One of the scientists involved was quoted as saying that the Bélmez faces were 'the most important paranormal happening in history'. María eventually stopped trying to remove the faces and they continued to evolve.

María Gomez died in February 2004 at the age of 85 years. To this day, the images continue to appear, and the source remains unexplained. People continue to travel to this small village and María's home is advertised to the tourists as *la Casa de las Caras* (the House of the Faces).

The Taos Hum Mystery

Taos is a small town of about 4,700 people located in the state of New Mexico. It is a relatively normal town, except for one thing: the residents in Taos suffer from a phenomenon called the Taos Hum.

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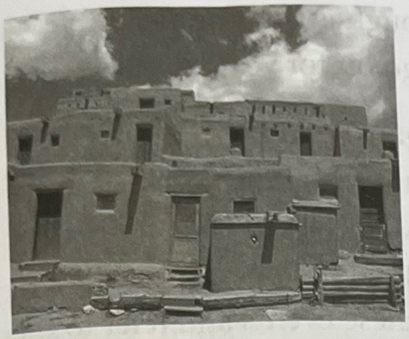
[3] excavate: dig out
[4] perplexing: confusing
[5] disproved: proved wrong



Several residents claim to hear a low humming noise like the sound of an idle diesel engine. It is also mentioned that the noise is more severe when inside a house or a car, and earplugs do not help. Even stranger is the fact that certain residents hear the noise continuously and others intermittently[6]. However, the hum has not been authenticated[7] by microphones or even low-frequency antennae.

It is said that the hum is the most intense at night. Many hearers also perceive vibrations that can be felt through the body.

It is not certain when or where the sound began but in 1993, the hearers of the Taos Hum requested help from the government. In 1997, several science institutions and other researchers set out to solve the mystery. Many hearers were interviewed to uncover the effects the hum had on them, where they heard the noise and how it interfered with their lives. Several residents reported nosebleeds, annoyance, frustration, dizziness and even sleep disturbances. Some hearers believed that the sound came from military installations around New Mexico and even the US Navy was blamed.

There have been no definitive answers as to where the sound comes from or what causes it. However, there have been several theories ranging from microwaves to electromagnetic waves caused by meteors. The mystery, however, doesn't end here.

The sound isn't audible to all people. Also, it is mostly audible to men. There are several unanswered questions to this phenomenon—What do these select few have in common? Have they been chosen for some reason? Have they somehow evolved to hear sounds which the rest of the people cannot? What is certain though is that the curiosity and theories surrounding the Taos Hum will go on for years to come.

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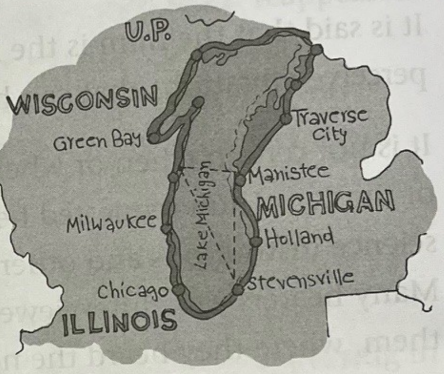
[6] *intermittently*: now and then
[7] *authenticated*: established as true

The Mysterious Lake Michigan Triangle

Like the infamous[8] Bermuda Triangle, where aircraft and ships mysteriously disappear without a trace, Lake Michigan too has come to be known for the unusual number of unexplained disappearances that have occurred here. Some writers have noted these events and refer to the area as the 'Lake Michigan Triangle'.



Among the most famous was the disappearance of the schooner[9] *Thomas Hume*, which vanished without a trace on May 21, 1891, while sailing from Chicago to Michigan. Seven sailors, including Captain George C. Albrecht, were lost with the ship. Even though the lake was searched thoroughly, no wreck was found. Old sailors speculated[10] that since Hume was a wooden vessel, it could not have sunk without some parts of it floating away. To this day, the Hume's disappearance remains unsolved.

In 1921, the wreck of the schooner *Rosa Belle* and the loss of its 11 crew members and passengers again brought this place into the news. The wreck was discovered floating upside down. The captain of a ferry said that it appeared as if the schooner had been in a collision with another vessel. But no such thing had happened that week. The rear section was smashed; the cabin was wrenched away from the deck. The mystery of what happened to the *Rosa Belle* was never solved.

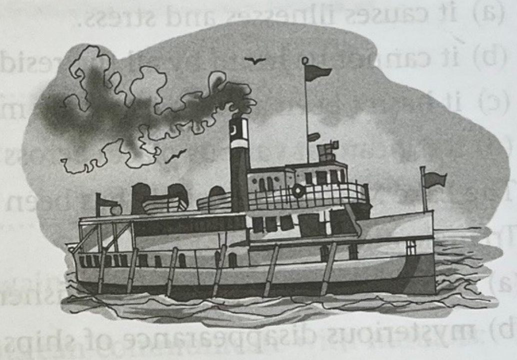
[8] *infamous*: well-known for being bad or evil

[9] *schooner*: a sailing ship with two or more poles that support the sails

[10] *speculated*: wondered; guessed

In 1937, George R. Donner, the captain of the freighter[11] OM *McFarland*, disappeared from his vessel. He was resting in his cabin during the journey. However, when the steamer neared its destination, a crew member went to Donner's cabin to call him, but found the room empty. No trace of Captain Donner was ever found.

At least one aircraft, the Northwestern Airlines Flight 2501, flying from New York to Minneapolis, also went missing over Lake Michigan in the same area. It had 58 occupants aboard when it vanished shortly before midnight in bad weather. The only trace of the plane was a blanket with the airline's logo on it, recovered by the Coast Guard.



Then there was the story of the *St Albins*, a steamer that was abandoned by its crew in sinking condition on January 30, 1881. In late February, fishermen began telling stories about a ghostly steamship floating without a crew and smoke coming from its stack[12]. A search of the lake failed to find a trace of the lost ship. What were the fishermen seeing?

On the evening of July 12, 1883, the crew of the vessel Mary McLane said that large blocks of ice, as big as bricks, began falling out of a cloudless sky. The fall continued for about 30 minutes before it stopped. The ice was large enough to make dents[13] on the wooden deck. The crew members brought a two-pound chunk of ice ashore with them that night, which they stored in the icebox, as proof that they didn't make up the story.

To this date, the mysterious occurrences at the Lake Michigan Triangle have not been explained.

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[11] *freighter*: a large ship that carries goods

[12] *stack*: chimney

[13] *dents*: hollow place in a hard surface caused by something hitting it

Learn to read

On the basis of your reading, select the best option for the following questions.

1. Which of the following makes the occurrence of face patterns on the kitchen floor of María Gomez's house a paranormal happening?
   (a) The faces have a grave expression and some have hollow eyes.
   (b) It is impossible to get rid of them.
   (c) The images continue to evolve and transform.
   (d) All of the above.
2. The most perplexing thing about the Taos Hum mystery is that
   (a) it causes illnesses and stress.
   (b) it cannot be heard by all the residents.
   (c) it hasn't been authenticated by microphones.
   (d) it is heard at various places across the world.
3. The Lake Michigan Triangle has been compared to the Bermuda Triangle due to the
   (a) mysterious disappearance of fishermen.
   (b) mysterious disappearance of ships and aircraft.
   (c) appearance of UFOs.
   (d) geographical similarities between the two.

Learn to infer

1. María Gomez Pereira has been asked to appear on TV for an interview. Write four questions that an interviewer might ask her. Also provide the answers.
2. Imagine that you are a reporter and have been asked to visit any one of these places to write a report on it. Which one would you visit? Why? Write a report in about 120 words.

3. Have you or someone known to you ever experienced something that could not be explained rationally or scientifically? Narrate in about 80 words.

Vocabulary

Choose the words from the box to complete the definitions of some supernatural terms given below.

spooky	angels	demons	vampire
haunted	psychic	medium	premonition

1. Good spirits: ....
2. A person who has the ability to read others' minds or to foresee the events of the future: ....
3. Evil spirits, often contrasted against angels: ....
4. A person through whom spirits can communicate with humans: ....
5. A dead creature that awakens at night and drains the blood or life energy of the living: ....
6. Something strange and frightening: ....
7. Inhabited or visited by the spirit of a dead person: ....
8. A feeling or impression that something, usually terrible in nature, is about to happen: ....

Dictionary

Read the following sentences and answer the questions, focusing on the highlighted words. Check your answers in the dictionary. One has been done for you.

1. The criminals **abducted** the child from his home. What did the criminals do?
   They *took away the child illegally, using force.*
2. I had a **premonition** that something terrible was to happen. How did I know that something terrible was to happen?
   ....
3. Jade was found **culpable** and was sentenced to jail. What did the court find Jade to be?
   ....
4. Simon took his two daughters out to a park in order to create a false **alibi** for himself.
   What was Simon's intention?
   ....
5. Spiderman was **adept** at climbing buildings like a spider. If you are adept at something, what would it mean?
   ....

Grammar

NON-FINITE AND FINITE VERBS

Read the following sentences and focus on the verbs. How are sentences 1 and 2 different from sentences 3, 4 and 5?

1. The island *rises* only a few feet above sea level.
2 People *ran* towards higher ground with friends and family.
3. Ten-year-old Tilly Smith felt grave danger *approaching*.

4. *Having read* about tidal waves at school, Smith acted promptly.
5. The sea receded far inwards and then the water began *to bubble*.

In sentences 1 and 2, the verbs 'rises' and 'ran' agree with their respective subjects 'the island' and 'people'. Also, the verbs show the tense.

In sentences 3, 4 and 5, the verbs 'approaching', 'having read' and 'to bubble' do not agree with any specific subject and don't show the tense.

> Verbs that agree with the subject in number and person and show the tense are called *finite verbs*.
>
> Verbs that do not agree with any specific subject in number or person and don't show the tense are called *non-finite verbs*.

Non-finite verbs have three common forms:
The gerund: sentence 3 (*approaching*)
The participle: sentence 4 (*having read*)
The infinitive: sentence 5 (*to bubble*)

Gerunds

> A *gerund* is a verb with an '-ing' ending and it functions as a noun. Therefore, it occupies the same position in a sentence as a noun.

A gerund may be used

- as a subject.
  Example: Smoking is injurious to health.
- as a direct object.
  Example: They enjoyed my *singing*.
- as a complement to the subject.
  Example: My sister's favourite activity is *writing* stories.
- as a complement to a verb.
  Example: She enjoys *dancing*.

- after a preposition.
  Example: He was accused of *smuggling.*
- after certain verbs.
  Example: He came *running.*

Participles

A *participle* is a verb with an *-ing, -ed* or *-en* ending and it functions as an adjective.

Participles are of two kinds:

1. Present participle: I could see rocks and stones *falling* from the mountain top.
   Notice that the verb in the present-participle form takes an '-ing' ending.
2. Past participle: (i) *Having opened* the door, he came inside and switched the lights on. (ii) *Having eaten* her breakfast, she left for school.
   Notice that the past participle is created by adding 'having' before the participle.
   A participle may be used
   - as a subject.
     Examples: Barking dogs seldom bite.
     The *tired* traveller sat down to rest.
   - as a complement of the subject.
     Examples: She seems *worried.*
     The film is *entertaining.*
   - as a complement of the object.
     Examples: I saw him *leaving* the room.
     We found all the people *gone.*

Infinitives

An *infinitive* is a verb which has the form '*to* + verb'.

The infinitive may be used

- as a subject.
  Example: To respect our elders is our duty.
- as the object of the verb.
  Example: Children love *to play* outdoor games.
- as a direct object.
  Example: They appreciate my ability *to sing*.
- as a complement of the subject.
  Example: His plan is *to join* the university.
- after the object of the verb.
  Example: He asked me *to complete* his work.
- after certain adjectives.
  Example: He is too weak *to play*.
- after certain adverbs.
  Example: He did not work hard enough *to get* a scholarship.

Now read the following sentences.

Help me *compose* this tune.

We let him *go* alone into the caves.

The verbs 'compose' and 'go' are also infinite verbs in which the infinitive form is being used without the 'to' before it. This form of the infinitive is called the *bare infinitive*.

Complete the following passage using the correct form of the verb.

I remember .... (read) about a terrible earthquake that .... (strike) the Caribbean nation of Haiti. .... (measure) 7.0 on the Richter scale, it was the worst quake that hit Haiti in two centuries. Apart from .... (kill) thousands of people, it .... (wreck) the presidential palace and other buildings. It also .... (demolish) historical sites. A large number of people .... (report) missing. Many people were forced .... (spend) the night outside amid fears of more aftershocks.

It was difficult .... (estimate) the extent of loss and damage. .... (describe) the earthquake as a 'catastrophe', a government official said the cost of the damage could run into billions. He stated that one could only see people .... (run), ... (cry) and .... (scream). Cases of .... (loot) had also been reported. Nature had made humanity .... (suffer) yet again.

PREPOSITIONS

A *preposition* is a word placed before a noun or a pronoun or a noun phrase to show in what relation it stands with regard to something else.

A few examples of prepositions: *around, before, underneath*, etc.
Prepositions generally show place, time, location or movement.

Examples: Your books are *on* the shelf. (shows place)
Please reach the library *at* 9 a.m. (shows time)
As soon as the bell rings, assemble *on* the playground. (shows location)
Walk *towards* the play area. (shows movement)

Fill in the blanks in the following passage with appropriate prepositions from those given in the box. Be careful because there are some extra words in the box too. The first blank has been filled for you.

above up in near under behind
onto into through to of from

My grandmother was in the garden when she heard a noise in the room upstairs. She went ...into... the house .... the big window which looked .... the garden. She took down the walking stick that hung .... the main door. She took a few steps and stood very .... the door that led to the room upstairs, listening. She took off her shoes, put them .... her rocking chair, and opened the door quickly. She walked briskly .... the stairs, the walking stick raised .... her head. But there was no one .... the room upstairs.

Writing

DIARY ENTRY

Imagine that two aliens have entered your house late one night while your parents are sound asleep and you are the only person awake. They walk about the house, pick up things, open cupboards and talk to each other.

Assuming that they could speak English make a diary entry of what you witnessed that night. Word limit: 150–200 words.

Diary entry is a personal account in which a person records events that occur in day-to-day life or special events which we pen down to record special memories.

To write a diary entry, one must follow the following structure:

1. At the beginning you must write the date, time, and the day on the top.
2. A title is optional. The main focus of the diary entry is to write a descriptive account where you should be as detailed as possible describing the events, other people you interacted with/who were a part of the event and your personal emotions or feelings.

3. A diary is written in first person narrative and the writer uses: I, me and myself to narrate the entry. A diary entry is always in the past tense, recording the events which have already taken place.

Listening and speaking

Think of a spooky scenario. Write out the scenario on a piece of paper in clear words, without showing it to your classmates. Use the following structure while writing out the scenario:

> *What would you do if* you woke up in the middle of the night to drink water and saw that right next to the door of your room, your pet dog that had died of illness a few months ago, was standing, wagging its tail?

Fold the piece of paper. Collect all the folded pieces in a cap/box and place it on the table in front of the class. One by one, come forward, pick out a piece of paper, read the scenario aloud to the class and then tell the class what you would do in that situation. Then, collectively choose the three best/wittiest answers.

5 Blind Date

How do visually challenged people get along from day to day? Are their other senses really more advanced than other people's? Let us find out.

The scent of jasmine was the first clue: a woman.

I was sitting alone at my usual table when she came and sat down at the next table. I knew she was alone because the chair on the other side of her table hadn't scraped[1] across the floor, and no one had spoken to her after she'd sat down.

I sipped my coffee. On a good day, I can pick up the cup, take a sip and return it to the saucer, and if you were sitting at the next table, you'd never know I was blind. The challenge is to see how long I can carry out the deception[2] before the person sitting next to me realizes the truth. And believe me, the moment they do, they give themselves away. Some begin to whisper, and, I suspect, nod or point; some become attentive; while a few are so embarrassed[3] they don't speak again. Yes, I can even sense that.

I hoped someone would be joining her, so I could hear her speak. I can tell a great deal from a voice. When you can't see someone, the accent and the tone are enhanced, and these can give so much away. Pause for a moment, imagine listening to someone on the other end of a phone line, and you'll get the idea.

Charlie was heading towards us. 'Are you ready to order, madam?' asked

[1] *scraped:* to pull a chair across the floor

[2] *deception:* a trick intended to make somebody believe something that is not true

[3] *embarrassed:* shy, awkward or ashamed, especially in a social situation

the waiter, his Cornish burr[4] leaving no doubt he was a local. Charlie is tall, strong and gentle. How do I know? Because when he guides me back to the pavement after my morning coffee, his voice comes from several inches above me, and I'm five foot ten. And if I should accidentally bump against him, there's no surplus weight, just firm muscle. But then, on Saturday afternoons he plays rugby for the Cornish Pirates[5]. He's been in the first team for the past seven years, so he must be in his late twenties, possibly early thirties. Some things you pick up from asking questions, others are volunteered.

The next challenge is to see how much I can work out about the person sitting at the next table before they realize I cannot see them. Once they've gone on their way, Charlie tells me how much I got right. I usually manage about seven out of ten.

'I'd like a lemon tea,' she replied, softly.

'Certainly, madam,' said Charlie. 'And will there be anything else?'

Thirty to thirty-five would be my guess. Polite, and not from these parts. Now I'm desperate to know more, but I'll need to hear her speak again if I'm to pick up any further clues.

I turned to face her as if I could see her clearly. 'Can you tell me the time?' I asked, just as the clock on the church tower opposite began to chime.

She laughed, but didn't reply until the chimes had stopped. 'If that clock is to be believed,' she said, 'it's exactly ten o' clock.' The same gentle laugh followed.

'It's usually a couple of minutes fast,' I said, staring blankly up at the clock face.

'Although the church's perpendicular architecture is considered as fine

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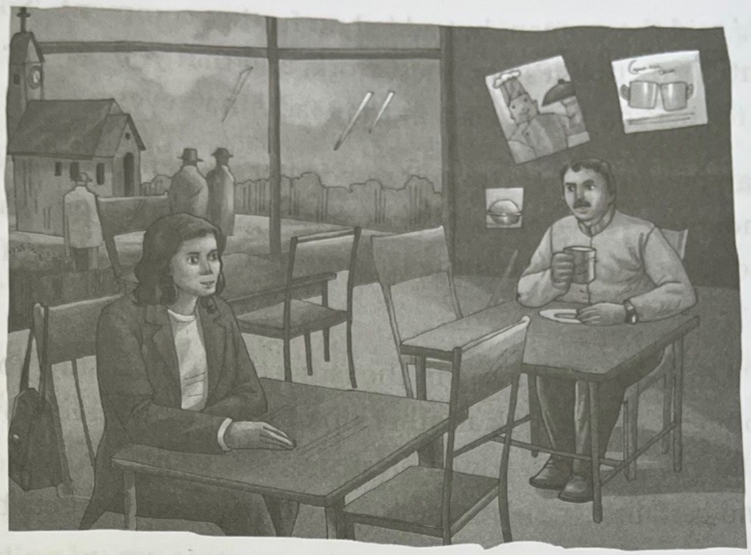
[4] *burr:* (here) accent

[5] *Cornish Pirates:* the professional rugby team of Cornwall



an example of its kind as any in the West country, it's not the building itself that people flock to see, but the *Madonna and Child*[6] by Barbara Hepworth,' I added, casually leaning back in my chair.

'How interesting,' she volunteered, as Charlie returned and placed a teapot and a small jug of milk on her table, followed by a cup and saucer. 'I was thinking of attending the morning service,' she said as she poured herself a cup of tea.

'Then you're in for a treat. Old Sam, our vicar, gives an excellent sermon, especially if you've never heard it before.'

She laughed again before saying, 'I read somewhere that the *Madonna and Child* is not like Barbara's usual work.'

'That's correct,' I replied. 'Barbara would take a break from her studio most mornings and join me for a coffee,' I said proudly, 'and the great lady once told me that she created the piece in memory of her eldest son, who was killed in a plane crash at the age of twenty-four while serving in the RAF[7].'

[6] *Madonna and Child*: a famous sculpture by an English sculptor Barbara Hepworth
[7] RAF: Royal Air Force

'How sad,' said the woman, but added no further comment. 'Some critics say,' I continued, 'that it's her finest work, and that you can see Barbara's devotion for her son in the tears in the Madonna's eyes.'

The woman picked up her cup and sipped her tea before she spoke again. 'How wonderful to have actually known her,' she said. 'I once attended a talk on the St Ives School[8] but the lecturer made no mention of *Madonna and Child.*'

'Well, you'll find it tucked away in the lady chapel[9]. I'm sure you won't be disappointed.' As she took another sip of tea, I wondered how many out of ten I'd got so far. Clearly interested in art, probably lives in London, and certainly hasn't come to St Ives to sit on the beach and sunbathe.

'So, are you a visitor to these parts?' I ventured, searching for further clues. 'Yes. But my aunt is from here, and she's hoping to join me for the morning service.'

I felt a right chump[10]. She must have already seen the *Madonna and Child,* and probably knew more about Barbara Hepworth than I did, but was too polite to embarrass me. Did she also realize I was blind? If so, those same good manners didn't even hint at it.

I heard her drain her cup. I can even tell that. When Charlie returned, she asked him for the bill. He tore off a slip from his pad and handed it to her. She passed him a banknote, and he gave her back some coins.

'Thank you, madam,' said Charlie effusively[11]. It must have been a generous tip. 'Goodbye,' she said, her voice directed towards me. 'It was nice to talk to you.'

[8] *St Ives School:* a group of artists living and working in a part of Cornwall called St Ives; Barbara Hepworth is a part of this group

[9] *lady chapel:* a small chapel inside a cathedral

[10] *chump:* a foolish or easily deceived person

[11] *effusively:* expressing too much happiness

I rose from my place, gave her a slight bow and said, 'I do hope you enjoy the service.'

'Thank you,' she replied. As she walked away I heard her say to Charlie, 'What a charming man!' But then, she had no way of knowing how acute[12] my hearing is.

And then she was gone.

I sat waiting impatiently for Charlie to return. I had so many questions for him. How many of my guesses would turn out to be correct this time?

From the buzz of cheerful chatter in the cafe, I guessed there were a lot of customers in that morning, so it was some time before Charlie was once again standing by my side.

'Will there be anything else, Mr Trevathan?' he teased.

'There most certainly will be, Charlie,'

I replied. 'For a start, I want to know all about the woman who was sitting next to me. Was she tall or short? Fair or dark? Was she slim? Good-looking? Was she—'

Charlie burst out laughing.

'What's so funny?' I demanded.

'She asked me exactly the same questions about you.'

JEFFREY ARCHER

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[12] *acute*: very sensitive and well developed

Learn to read

1. Where does the story take place?
2. How did he know that the person sitting at the next table was a woman?
3. What is the reaction of people in general when they realize that the narrator is blind?
4. Why was the narrator keen to hear the woman speak?
5. Was the narrator very perceptive? Answer this question by referring to the details he was able to find out about the waiter Charlie.
6. What did he ask the woman? How did she answer his question?
7. Does the narrator's description of the sculpture, *Madonna and Child*, seem as if he had actually seen it? Give one example in support of your answer.
8. What did the woman tell Charlie about the narrator?
9. (a) What did the narrator want Charlie to tell him about the woman?
   (b) Why did Charlie laugh?
10. Was the woman visually challenged?

Learn to infer

Let's examine the title of the story 'Blind Date'.
The dictionary defines 'Blind Date' as a meeting between two people who have not met each other before.
Hasn't the title a double meaning? What is the other meaning?

Vocabulary

Fill in the blanks with the correct forms of the words given below.

thaw melt absorb reflect scatter

1. A sponge .... a lot of water.
2. During summer the snow on the mountains ....

3. After ploughing the fields, the farmers .... the seeds.
4. The moon .... the light of the sun.
5. Take out the frozen peas from the fridge and .... them before cooking.

Pronunciation

1. *Find words which have the same pronunciation as those given below but are spelt differently.*

Example: foul—fowl

way	where	would	knew	seen

2. *Now use the words you have found to fill in these blanks.*

(a) The farmer is overjoyed because he has bought a .... tractor.
(b) Mrs Jha told the shopkeeper, 'Please .... these six apples.'
(c) Many children cannot afford to .... socks in winter.
(d) The police cordoned off the .... of the accident.
(e) This .... is of a very inferior quality. Don't use it to make furniture.

Grammar

PERFECTIVE

The perfective aspect of the verb signifies that the action that the speaker is referring to is complete at the moment of speaking. It might have been completed sometime in the past or it might have just been completed at the time of speaking.

PRESENT AND PAST PERFECT TENSE

The perfective aspect of the verb signifies that the action that the speaker is referring to is complete at the moment of speaking. It might have been completed sometime in the past or it might have just been completed at the time of speaking.

Present perfect tense

The *present perfect tense* is used to refer to a completed action in the past that is connected with the present.

Example: George and Harris *have known* each other since childhood. (This means they still know each other.)

The present perfect tense refers to an action in the past, the exact time of which is not mentioned.

Example: Have you *been* to this fair before? Yes, I have. (No specific time is mentioned.)

The present perfect tense is formed by using *has/have* + past participle of the main verb.

Complete the answers to these questions using the verbs given in the brackets. Use contractions wherever necessary.

1. A: Is the Taj Mahal really beautiful?
   B: I can't tell. I .... it yet. (not, see)
2. A: Do you know what a momo tastes like?
   B: Yes, I .... momos. I think they are delicious. (have/eat)
3. A: What's the book, *Three Men in a Boat*, like?
   B: I don't know. I .... it. (not, read)
4. A: Do you know how to make a pudding?
   B: I think I have forgotten the recipe. I .... pudding in ages. (not, make)
5. A. Why does Sunil look so tired?
   B. He .... well for a few days. (not, sleep)

6. A. Has Sumati got a promotion?
   B. Yes, Sumati .... a manager. (become)

Past perfect tense

We use the *past perfect tense* to describe an action that took place in the past before another past action.

Look at this sentence:

Hannah *carried* Charlie off the stage when he *had sung* for a while.

Sometimes we talk about something that happened in the past.

Example: Hannah *carried* Charlie off the stage.

In the same sentence, we also use the past perfect to say that something else had already happened *before* this time.

Example: He *had sung* for a while.

That is, we use the past perfect tense to show that one action took place in the past before another action.

The past perfect is formed by '*had* + past participle' (*had sung, had become, had gone, had broken, had written, etc.*).

Form a pair with your partner. Then take turns to do the roles of Mrs Pereira and her absent-minded husband in this conversation. Remember to put the words in brackets in the past perfect tense. The first one has been done for you.

MRS PEREIRA: Did you and Mr Ahmed hand in the Class 7 mark sheet?
MR PEREIRA: No, Mr Ahmed (*give*) had given it to the Principal when I reached school.
MRS PEREIRA: Did you have lunch with your colleagues today?
MR PEREIRA: No, everyone (*finish*) .... eating by the time I got to the staff room.
MRS PEREIRA: Did you register the letter I gave you?
MR PEREIRA: No, the post office (*close*) .... when I got there.

MRS PEREIRA: Did you buy some flowers for me?

MR PEREIRA: No, I'm sorry. The flower seller (*leave*) .... by the time I reached the bazaar.

MRS PEREIRA: Well, never mind. Here's a present for you. Happy wedding anniversary!

MR PEREIRA: Thanks so much. Remind me to give you a present on your wedding anniversary.

PRESENT AND PAST PERFECT CONTINUOUS TENSE

Read the two sentences below and focus on the italicized verbs.

1. Lila *has been researching* the myth of King Tut's curse for three years.
2. When Carter reached home, his servant *had been waiting* for two hours.

Answer the following questions.

1. When did the action shown by the two verbs begin?
2. Is the action over or is it still continuing?

In sentence 1:
Lila started her research three years ago and she is continuing to do so even at the present moment.
The verb *has been researching* is in the present perfect continuous tense.

> The *present perfect continuous tense* shows an ongoing action which started in the past and is still going on at the present moment.
>
> The present perfect continuous tense is built with *has/have* + *been* + present participle of the verb.

In sentence 2:
In this sentence, the specific moment in the past is when Carter reaches home; the ongoing action is that of his servant's waiting which started before Carter reached home and continued even when he reached home.

The verb *had been waiting* is in the past perfect continuous tense.

The *past perfect continuous tense* shows an ongoing action which started before a specific moment in the past and was still continuing till that specific moment.

The past perfect continuous tense is constructed with *had* + *been* + present participle of the verb.

Fill in the blanks in the sentences below by choosing the correct answer.

1. The fire .... (has been raging/had been raging) for six hours when the firefighters arrived on the scene.
2. Since last February, there .... (had been an increase/has been an increase) in the enrolment for the new course.
3. She knows every detail because she .... (has been working/had been working) on the case for more than eight months.
4. I took one look at him and understood that the secret .... (has been revealed/had been revealed) to everyone.
5. The progress is surprisingly slow given the fact that they .... (have been building/had been building) the flyover for the last two years.
6. When I joined the firm, Mr Mehra .... (has been working/had been working) there for fifteen years.

Writing

FORMAL LETTER

Write a letter to the editor of a newspaper on the desirability of observing etiquette while boarding a crowded train or bus. Follow the format shown in the sample letter provided for better understanding.

Sender's address

....

....

....

Date

....

Recipient's name and address

....

....

....

Subject

....

Salutation (Dear Sir/Madam)

....

Body of the letter

....

....

....

Closure

Subscription (Yours faithfully)

.... Signature

(Name of the sender in block letters)

Listening and speaking

Pick out the silent letter in each of the following words and read out the words.

farm knife debt psychology comb talk

Neighbours

What kind of a neighbour are you? Generous and helpful or stingy and selfish? This poem describes the types of neighbours. Read on.

The man that is open of heart
to his neighbour,

And stops to consider his likes
and dislikes,

His blood shall be wholesome
whatever his labour,

His luck shall be with him
whatever he strikes.

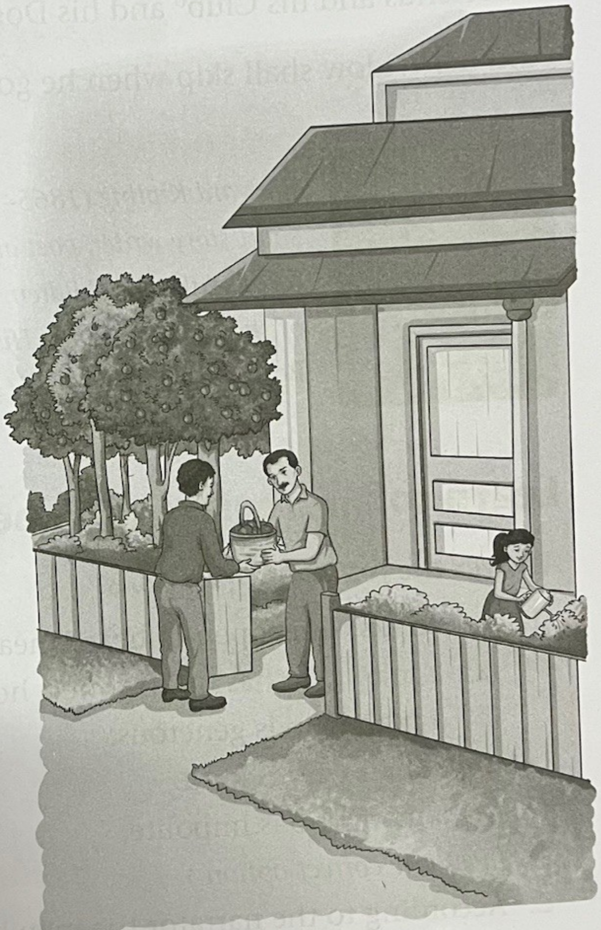
The splendour of morning shall
duly possess him,

That he may not be sad at the
falling of eve.

And, when he has done with
mere living—God bless him!—

A many shall sigh, and one
Woman shall grieve!

But he that is costive[1] of soul
toward his fellow,



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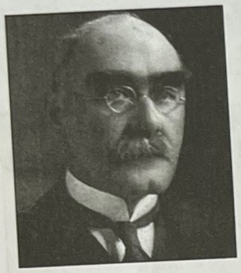
[1] costive: stingy

Through the ways, and the works, and the woes of this life,
Him food shall not fatten, him drink shall not mellow[2];
And his innards shall brew[3] him perpetual[4] strife[5].
His eye shall be blind to God's Glory above him;
His ear shall be deaf to Earth's Laughter around;
His Friends and his Club[6] and his Dog shall not love him;
And his Widow shall skip when he goes underground!

RUDYARD KIPLING

[2] *mellow:* soften
[3] *brew:* create
[4] *perpetual:* continuous
[5] *strife:* trouble
[6] *club:* society



Rudyard Kipling (1865–1963), born in Mumbai, was an English short story writer, poet and novelist who is mostly remembered for his tales for children. He is considered an innovator in the art of short story writing. His best-known works include The Jungle Book, Rikki-Tikki-Tavi, Kim, The White Man's Burden, *etc.*

Learn to appreciate the poem

Answer the following questions.

1. In the first line 'open of heart' means
   (a) a man who has undergone a heart surgery.
   (b) a man who is generous.
   (c) a man who is kind.
   (d) a man who is impolite.
   (Tick the correct option.)
2. According to the narrator the man being described in the first stanza will remain happy and healthy all his life if he is mean to his neighbours.
   .... *True* or *False*?

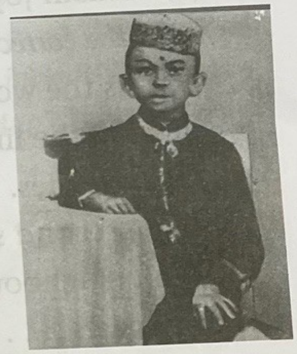
3. The phrase 'his luck shall be with him whatever he strikes' means
   (a) he will be lucky if someone strikes him.
   (b) he will be lucky in whatever he does.
   (c) he will be lucky if he strikes someone.
   (d) he will be lucky even if he does nothing.
   (Tick the correct option.)
4. In the line, 'The splendour of morning shall duly possess him,
   That he may not be sad at the falling of eve,' the narrator is saying
   that one who is kind to his neighbours will
   (a) appreciate daybreak and nightfall.
   (b) be happy in the morning but sad in the evening.
   (c) wake up surrounded by light.
   (d) remain joyful and positive throughout the day.
   (Tick the correct option.)
5. Who is the woman referred to in 'one Woman shall grieve'?
6. Pick out the lines that show that a bad neighbour will not be missed when he dies.
7. In the second stanza which two lines strike you as a curse?
8. A bad neighbour will be blind to .... and deaf to
   ....
   (Complete the sentence.)
9. Work with a partner. Read the poem and make a list of qualities that make a good neighbour.
10. Read the lines from the poem and answer the following questions.
    (a) *And stops to consider his likes and dislikes.*
        i. Who stops to consider *his likes and dislikes*?
        ii. Who is *he* in the line given above?
    (b) *His Friends and his Club and his Dog shall not love him*
        i. Who is the *he* mentioned in the line given above.
        ii. What is the tone of the line: prophetic or cursing? Cite reasons to support your answers.

6 The Mahatma's Marksheets

'Why have you fared so badly in the exam?'

'These marks are just not good!'

How often have you been at the receiving end of such remarks made by parents, teachers or both? But there is hope for us, for weren't many famous people very 'mediocre[1]' students in school? Read the following article about Mahatma Gandhi as a student.



Mahatma Gandhi was one of the most influential men of the twentieth century. But what kind of a student had he been? Our curiosity in this regard is understandable and the answers can be found in his autobiography, *My Experiments with Truth*, and some carefully preserved records of one of the schools in which he studied.

Gandhi had changed many schools before the age of ten, but spent seven years in a high school in Rajkot. He tells us that he was certainly not regarded as a dunce[2]. His certificates of progress and character were never bad. He even won prizes at the end of the second standard and scholarships in classes four and five. And yet he says with characteristic modesty[3] that that was only due to luck and not merit. In the later years, however, his attendance became lax[4]—a mere 110 days out of 238 in Standard III, for example. His marks in the annual examinations normally

[1] mediocre: not very good
[2] dunce: a slow learner
[3] characteristic modesty: expressing a lower opinion of his abilities, in a manner which is typical of him
[4] lax: careless and slack

averaged between 45 per cent and 55 per cent. He was even made to repeat a year, partially due to poor attendance because he had to attend to his sick father and his newly wedded wife. He then became a serious student and got an overall score of 66.5 per cent. He could no longer be called a mediocre student. The Matriculation Exam saw him secure the 404th rank out of the 799 successful candidates. His marksheet read:

English: 89/200

Gujarati: 45.5/100

Mathematics: 59/175

General Knowledge: 54/150

So much for his academic records. But did he cope[5] equally well with all the subjects he had to study? In his own words, 'English became the medium of instruction in most subjects from the fourth standard. I found myself completely at sea[6]. Geometry was a new subject in which I was not particularly strong, and the English medium made it still more difficult for me. The teacher taught the subject very well, but I could not follow him. Often I would lose heart and think of going back to the third standard. When however, with much effort I reached the thirteenth proposition of Euclid[7], the utter simplicity of the subject was suddenly revealed to me. A subject which only required a pure and simple use of one's reasoning powers could not be difficult. Ever since that time geometry has been both easy and interesting for me … Sanskrit proved a harder task. In geometry there was nothing to memorize, whereas in Sanskrit, I thought, everything had to be learnt by heart.'

Did the frail[8] but agile[9]

[5] *cope:* deal successfully with
[6] *at sea:* bewildered; unable to understand
[7] *Euclid:* famous Greek mathematician who wrote his treatise on geometry around 300 BC. The 13th proposition makes the geometrical correlation between a pyramid and a sphere.
[8] *frail:* not strongly made or built
[9] *agile:* active; able to move easily and quickly

Gandhi enjoy physical education and sports? In the higher classes, the headmaster of his school had made gymnastics and cricket compulsory for the boys, but Gandhi disliked both. He never took part in any exercise, cricket or football before they were made compulsory. 'My shyness,' he says, 'was one of the reasons for this aloofness[10], which I now see was wrong. I then had the false notion that gymnastics had nothing to do with education. Today I know that physical training should have as much place in the curriculum as mental training ...'

Another regret that Gandhi felt in later years was about the neglect of handwriting. Even until his days in England, he had paid little attention to his handwriting. But later, when he saw in South Africa the beautiful handwriting of lawyers and young men born and educated there, he repented of his neglect. To quote him, 'I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education ...'

Despite his rather ordinary performance in examinations, Gandhi's middle-school teacher marked his conduct as 'very good'. The records also provide glimpses of some of the writing that Gandhi did in his English papers. Perhaps an essay that he wrote in about forty lines on the advantages of a cheerful disposition[11] encouraged him to become that rare politician who was never known to have lost his temper! For twenty-five marks he had been asked to paraphrase[12] a poem which described how Jesus would reveal himself only to the poor peasant, not to the rich men whose chariots went 'whirling past'. Might not this exercise have stroked[13] an early awareness of exploitation[14] and injustice?

Such are the records relating to a student

[10] *aloofness:* keeping a distance from people
[11] *disposition:* the natural qualities of a person's character
[12] *paraphrase:* to write in different words—in this case, prose
[13] *stroked:* set in motion
[14] *exploitation:* using people unfairly for one's own profit

who later exerted an influence on countless Indians and turned ordinary teachers, lawyers, clerks and the like into nationalists with heroism and a spirit of self-sacrifice. It has been said that Gandhi could fashion[15] heroes out of common clay. His first and, undoubtedly, his most successful experiment was with himself.

[15] *fashion:* to shape or make

(Adapted)

RAMACHANDRA GUHA

Learn to read

1. ***Choose the correct option.***

(a) Gandhi's Matriculation marksheet shows that his weakest area was
  (i) General Knowledge.
  (ii) English.
  (iii) Gujarati.
  (iv) Mathematics.

(b) According to Gandhi, one of the reasons why he kept a distance from people was his
  (i) lack of interest in sports.
  (ii) shyness.
  (iii) dislike of gymnastics.
  (iv) weakness in academics.

2. ***Complete the following on the basis of the text:***

(a) The two sources of information regarding Gandhi's school days are .... and ....

(b) The difficulties that he faced with studies were:
  (i) ....
  (ii) ....
  (iii) ....

(c) He neglected exercise and games because

(i) ....

(ii) ....

(d) The regrets that he had about his school days were:

(i) ....

(ii) ....

(e) An outstanding characteristic of Gandhi as a politician was

....

(f) Apart from leading the freedom movement, Gandhi also ....

....

(g) Gandhi influenced countless Indians to ....

....

Learn to infer

1. Imagine that one of Gandhi's teachers had been interviewed when Gandhi was making world news with his non-violent movement. The teacher was asked whether Gandhi had displayed any signs of greatness as a student. What would he have said?
2. *'I then had the false notion that gymnastics had nothing to do with education,'* says Gandhi. Do we also regard some parts of our curriculum as less important? Which do you think these are? Is that the right attitude to have? Why? Why not?
3. One regret that Gandhi felt in later years was that he neglected his handwriting. Can you identify one regret that you have about something that you neglected in your earlier years? Is there something you could still do about it?

Vocabulary

USE OF IDIOMS

An idiom is a phrase which means something different from the literal meanings of its individual words.

Examples:

Being at sea means being bewildered, unable to understand.

To lose heart means to stop believing that you will be successful in what you are trying to do.

To lose one's temper means to become very angry.

Given below is a list of idioms in column A and their meanings in column B. Match the idioms with their meanings.

Column A	Column B
lose face	agree with the other person
keep an eye	too difficult for one to understand
a finger in every pie	to lose the respect of other people
up to the neck in something	involved in many activities
not have a leg to stand on or something	to watch or look out for somebody
go over one's head	be very busy
go to one's head	to have no chance of proving that something is true
see eye to eye with someone	make you very proud

Pronunciation

WORDS USED AS DIFFERENT PARTS OF SPEECH

There are some words in English which have the same form even when they are used as another part of speech. For example, *progress* can be used as a noun and as a verb.

In some cases, the pronunciation of the word remains the same even if it is used as a different part of speech.

Examples: address, exhibit, mistake, review etc.

There are certain words in which the stress shifts from one syllable to another when the word is used as a different part of speech.

Examples: CONduct (n) conDUCT (v)
PROduce (n) proDUCE (v)
REfuse (n) reFUSE (v)

In a few words, the final sound changes from 's' to 'z' when the word is used as another part of speech.

Examples:

/s/	/z/
device (n)	devise (v)
advice (n)	advise (v)
house (n)	house (v)

Read aloud the following sentences keeping the above points in mind. In 1–6, the parts that have to be stressed are in bold letters. In sentences 7–12, choose the /s/ or /z/ endings correctly for the words in bold letters.

1. The **con**duct of the student was very good.
2. I was invited to con**duct** a course in spoken English.
3. They pro**duce** much more than they require.
4. The **pro**duce this year was very good on account of good rainfall.
5. Garden **re**fuse should not be burned as it causes pollution.
6. They re**fuse** to change their seats as they want to sit beside their friends.

7. This **device** only works on electricity.
8. We have to **devise** a way to cope with the extensive syllabus in geography.
9. I **advise** you to consult a dictionary more often.
10. My **advice** is not heeded by the children.
11. The new building **houses** all the departments of the organization.
12. The **houses** on this side have a wonderful view of the sea.

Grammar

SIMPLE FUTURE TENSE

We use the *simple future tense* to talk about things that will happen at a time later than now.

Read these sentences.

We *are going* to the Salim Ali Centre for Ornithology and Natural History tomorrow.

I *will read* 'The Book of Indian Birds' during these summer holidays.

We use the *simple future tense* to talk about things that will happen at a time later than now.

Using words such as 'be going to' is one way to form the simple future tense, as in the first sentence. Another way to form the simple future tense is with 'will', as in the second sentence.

In some situations, for example, when you are making a prediction about the future, you can use either 'be going to' or 'will'.

When we talk about something that is already planned or decided, it is best to use 'be going to'.

Example: We *are going to* Namdapha National Park next week.

***Fill in the blanks with the correct form of* be going to *or* will.**

1. If my sister clears her entrance exam she .... give us a treat.
2. .... you pick me from my school?
3. Rekha .... not have lunch with us today as she has sports practice.
4. The museum .... display MF Husain's paintings next week.
5. What .... you do during these summer vacations?

FUTURE CONTINUOUS TENSE

Future continuous tense shows an action as going on at some time in the future over a period of time.

Examples: I'*ll be getting* ready when you come to pick me up.
When I reach school at 11 o'clock, my friends *will be playing* football on the ground.
At six o'clock, he *will be waiting* for you at the front gate. (not yet there)

Future continuous can be used to state a planned event that is expected.

Example: At this time next month, we *will be visiting* my grandparents in their farmhouse.

We can use *planning to* and *going to* construction if the future is expressed with intention.

Examples: Are you *going to* join that college? (Do you intend to join that college?)
Is he planning to do an engineering course? (Does he intend to join?)
I *will be moving* into my new house this weekend.

Structure of the sentence with verb in future continuous form:
subject + *will/shall* + *be* + verb with '*–ing*' ending

Structure of interrogative sentences with verb in future continuous form:
will/shall + subject + *be* + verb with '*–ing*' ending

Fill in the blanks with the future continuous tense of the verbs given in brackets.

1. What .... (do) at this time tomorrow?
2. We .... (go) for a picnic to the Deer Park.
3. Around 10 o'clock we .... (boat) in the lake.
4. We .... (come) back around 4 in the evening.
5. I .... (try) out the new costume this evening.

FUTURE PERFECT TENSE

- The future perfect tense has the form
  will/shall + *have* + past participle
- It refers to a future time which *precedes* another future time. The period indicated by this tense may actually begin in the past but will only be completed in the future.
- It is usually accompanied by a time expression (*at*, *by*, *before* …) to indicate when the event/action will be completed.

Tense	Construction
present perfect tense	*has/have* + past participle
past perfect tense	*had* + past participle
future perfect form	*will have* + past participle

Fill in the blanks with the future perfect tense of the words given in brackets.

1. The taxi will have arrived (arrive) by the time we go downstairs.
2. Before Mona leaves India, she .... (visit) all the museums in the country.
3. In ten years' time, we .... (repay) the entire loan on our house.
4. At the end of the next year, Rajan .... (graduate)
5. By the end of the session, your English .... (improve) considerably.

FUTURE PERFECT CONTINUOUS TENSE

Read the following sentences.
When the sun rises the next morning, I *will have been studying* for more than twenty-four hours.

She is vastly experienced; come March, she *will have been working* as a tennis instructor for twenty years.

- The verbs in the two sentences show the future perfect continuous form.
- The future perfect continuous form expresses an action that will be continuing over a period of time in the future and will be finished at a certain point of time in the future.
- The future perfect continuous form is written using *will* + *have* + *been* + present participle of the main verb.

Fill in the blanks with the correct form of the verb.

1. When her train finally arrives, we .... (wait) for more than three hours.

2. By October, I .... (live) in this house for a whole year.
3. By the time he reaches here, the concert .... (go on) for two hours.
4. She .... (watch) television for more than six hours when this particular programme ends.
5. The baby .... (sleep) for twelve hours by the time the father returns home from work.

Writing

PRECIS WRITING

Read the passage given below and write a precis, reducing it to one third of its length.

Consumed by Consumerism

Cell phones, computers, cameras, cars, and a host of other gadgets, wherever you look you will find them. When you walk into a mega mall, can you count the number of objects and products on display? It may be next to impossible in a small shop and fairly difficult to count things even at your house.

Our lives are so dominated by these technological wonders that sometimes we wonder how our elders lived without the comfort of any one of them. Fifty years ago they had access to probably one-hundredth of what we have today. A hundred years ago our great-great-grandfathers might have had one-thousandth of what we buy today. Once there was the problem of deficit and now we have the problem of the surplus.

Still, manufacturers introduce new products in an already flooded market.

This inevitably leads to more consumption and we are consumed by consumerism.

However, can we claim that our lives are better than that of our forefathers just because we have more household products? The generations that preceded us were no less than us in any way. We may claim advanced technology, faster life, better health care, longevity, worldwide networking, and so on. But they could claim more leisure than pressure, deeper social networking than a virtual one, being content with what little that they had. Certainly they had the comfort of living in harmony with nature, the luxury of abundance, of clean resources and absence of contamination. They could enjoy simple pleasures of life, probably more than we do.

We have definitely gained a lot but so have we lost. While the purchasing power of many is increasing, India continues to house the single largest number of poor people in the world. Our daily life seems to be no more controlled by ourselves, but by a hundred other factors including peer pressure, technological upgradation, surplus income, and global consumerist trends. The more we purchase, the more they produce; the more production, the more wastage. Our present lifestyle is creating more wastage and garbage and in turn does more harm to the environment. Now one wonders, is it ever possible now, to live with less, or say, the least again? (366 words)

7

Tangerine the Wasp

The Panchatantra, Hitopadesa and *Aesop's Fables* *are all stories that remind us that animals are capable of displaying great wisdom and often teach human beings some valuable lessons for life! Read the following excerpt from a story in which a doctor named Dolittle is entertained and enlightened by a wasp.*

One of the most interesting insects in our group was a wasp[1]. The tiny creature seemed highly intelligent and was much given to talking. After he had got used to Doctor Dolittle, he would follow him around the house like a pet cat wherever he went. He was given the name Tangerine[2] because marmalade made from tangerine oranges was his favourite food.

Tangerine narrated many anecdotes[3] and stories of the insect world to us. One of the favourites was *'How I won the battle of Bunkerloo'*. This is how he told it:

'The battlefield of Bunkerloo was situated in a pleasant valley between rolling hills covered with vineyards and olive groves. Many battles have been fought in this historic spot. In the fields and the boles[4] of the olive trees round about there were several wasps' nests. They had always been there—though of course not the same wasps. Yet the traditions and folklore had been handed down from one generation to another. And the thing that we feared and hated most was battles. Dear me, how sick we were of wars!

[1] *wasp*: a bee-like insect with yellow and black stripes on its body

[2] *Tangerine*: ('g' pronounced like the initial sound in judge)

[3] *anecdotes*: a short, amusing story about a real person or event

[4] *boles*: trunks (of trees)

Yes, indeed, all those wars seemed such a stupid waste. From either end of our beautiful valley armies would come with cannons and horses and everything. For hours they would shoot off evil-smelling gunpowder, blowing some of the trees right out of the ground by the roots and destroying simply no end of wasps' nests. Then after they had fought for hours, they would go away again, leaving hundreds of dead men and horses on the ground. And it never seemed to settle anything. Because in a year or two they would be back again for another battle and ruin the landscape some more. Well, I had never seen any of the battles myself, being a young wasp. But I had heard a whole lot of them, from the older relatives.

One evening, one of my uncles came in and said, "Listen: There is going to be another battle."

Well, when I heard this I was fired with a great ardour[5] to do something. I felt, our nest should be defended.

The next day, I went out to look over the situation. I flew down to the south end of the valley and there, sure enough, the two armies were digging in their cannon and preparing for the battle. On the following day, early in the morning, we were awakened by a great blowing of bugles[6] and beating of drums. I was hopeful that I might do something on behalf of my fellow-wasps—though I had no idea what it could be.

About the centre of the valley, up on one of the hills was a man on horseback who seemed to be a highly important individual. Messengers were arriving and departing all the time, bringing him news from every quarter. I decided that this must be the famous General Blohardi himself. Now about these names I am not very certain. They were names which we wasps gave. We called him Blohardi because he was blowing so hard through his long red moustache which puffed out before him when he spoke. General Blohardi was the field marshal of the Bombasteronian army. Their enemies were the Smithereenians—but again these also may not be the regular names.

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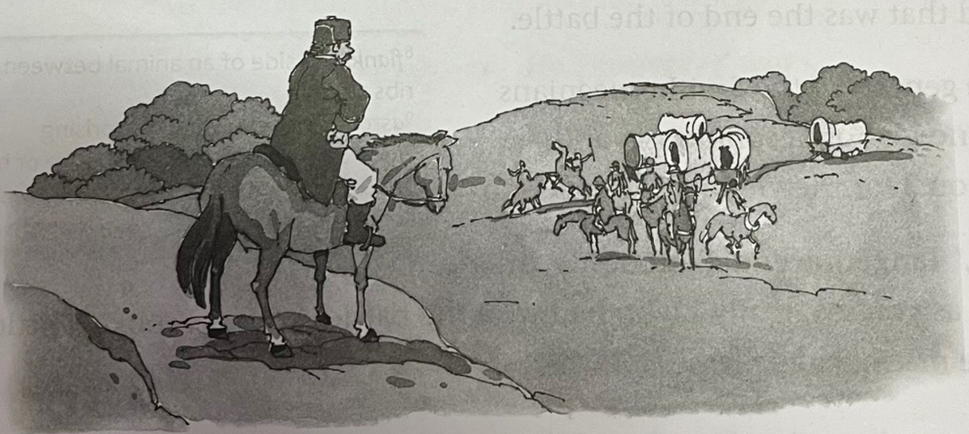
[5] *ardour:* very strong feeling
[6] *bugle:* (pronounced 'byoogl') a brass musical instrument like a trumpet

It was clear that the General had come up to this high point so he could get a good view of the fight—also no doubt because he wanted to stay in a safe place himself. Evidently, from the way he kept blowing out his moustaches, he expected a very fine battle—one of the messiest.

I felt so furious as I watched him there, snapping out his pompous[7] orders, that I was ready to do anything. Yet what could I do? I was such a tiny creature. A mere wasp!

Presently, there was a blow of a bugle followed by the roar of cannon. The battle had begun!

Now the whole object of the Battle of Bunkerloo was to gain possession of this valley. What either army would do with the valley after they got it I don't imagine either of them would know. To us it did not matter at all which side won it, because they would both make a nasty mess in getting it. What we wasps wanted was to stop the battle.



As I noticed the horses move restlessly at the first roar of the cannon, an idea came to me. It would be no use going and stinging General

---

[7] *pompous:* a pompous person thinks he/she is more important than other people

Blohardi on the nose—though I would dearly have loved to do so. But if I sting his horse I might possibly accomplish something.

Well—no sooner thought than done. I hopped on to the horse behind the general and stung the poor fellow on the flank[8]. It was a dirty trick to play on the horse and I wanted to apologize to him afterwards, but he was much too far away.

The results were instantaneous and astounding[9]. The horse gave one bound and shot off down the hill with me and the general, as fast as he could go. By that time, the armies were on their way towards the centre of the valley. I crawled along the horse's flank and stung him in another place. Then he went further still.

When we reached the level in the bottom of the valley where the cavalry were already charging, I stung him a third time. On and on he went, straight across the flat and up the other slope.

Seeing their famous general in full flight leaving the battlefield at goodness knows how many miles an hour, the Bombasteronians were completely disheartened and demoralized[10] and they took to their heels. And that was the end of the battle.

The general of the Smitherneenians got no end of decorations[11] and honours for the victory of Bunkerloo.'

'But,' Tangerine ended modestly, 'it was, as you see, really I who had won the battle … Now I'd like a little more marmalade, please.'

Hugh Lofting

[8] *flank:* the side of an animal between the ribs and hip
[9] *astounding:* extremely surprising
[10] *demoralized:* to lose confidence or hope
[11] *decorations:* medals which are given to someone as an official honour or reward

Learn to read

1. ***Tick all the correct options in the following:***

   (a) The story about the Battle of Bunkerloo brings out
      (i) the intelligence of the wasp.
      (ii) the fact that wars are a waste.
      (iii) the false notions about wasps.
      (iv) the stupidity of humans.

   (b) Select the qualities of Tangerine reflected in this story:
      (i) wisdom (ii) intelligence (iii) pride
      (iv) modesty (v) fear of humans

2. ***Give reasons for the following:***

   (a) The wasp was named Tangerine.
   (b) Tangerine thought that the man on the hill was a very important individual.
   (c) The general stood on the high point on the hill.
   (d) Tangerine wanted to apologize to the horse.
   (e) The Bombasteronians took to their heels.
   (f) Tangerine says that it was he who had won the battle.

3. ***List all the reasons why Tangerine disapproves of wars.***

   (a) ....
   (b) ....
   (c) ....

Learn to infer

1. *I was such a tiny creature. A mere wasp!* How does the story disprove this thought of the wasp? What lesson do we learn through it?

2. *Yes, indeed, all those wars seemed such a stupid waste.* Why does Tangerine make this statement? Do you think Tangerine's reasoning applies to our world too? Can you give a few examples to support your answer?

Vocabulary

Read the following sentence from the story:
Seeing their famous general in full flight leaving the battlefield at goodness knows how many miles an hour, the Bombasteronians were completely disheartened and demoralized and they *took to their heels*.

The expression *take to one's heels* means to run away.

1. ***Study the following expressions, all of which have the word* heel *in them. Their meanings are also provided.***
   (a) at one's heels: walking close behind you
   (b) drag one's heels: do something unwillingly and with deliberate slowness
   (c) to follow on the heels of: happen very quickly or immediately after
   (d) under one's heels: in one's power and control
   (e) take to one's heels: to run away
2. ***Now, fill in the blanks in the sentences given below with the appropriate expressions. Remember to modify the tense and the pronoun to suit the sentence. The first one has been done for you.***
   (a) There was a little puppy walking at his/her heels.
   (b) As soon as he saw the policeman, the burglar ....
   ....
   (c) When we were made to come back to class, we obeyed the teacher, but we were certainly ....

(d) The second nuclear bomb on Nagasaki followed ……………………
…………………………………… of the first one on Hiroshima.

(e) Julius Caesar had the entire country ……………………………………

Spelling

You know that the continuous tense and the past tense of most words are formed by the addition of *-ing* and *-ed*.

play	playing	played
continue	continuing	continued

Certain points to be noted:

- changing the final *y* into *i* before adding the inflection

e.g.	study	studying	studied
	carry	carrying	carried

- doubling the final consonant before adding the inflection

e.g.	plan	planning	planned
	trip	tripping	tripped

There are some words which can cause confusion in meaning if we are not careful about their spelling because they can be confused for another word which is very similar in spelling.

Select the word from the ones given in brackets and then supply the appropriate form of that word to fill in the blanks in each of the following sentences.

1. The plant appears to be ………………………… (die/dye). It needs more sunlight.
2. The rough surface of the floor makes ………………………… (mop/mope) very difficult.
3. I was ………………………… (hop/hope) that the teacher would postpone the test.

4. The lie-detection test was used to find out whether the witness had .... (lie/lye) in his statement.
5. The man spent two days .... (scrap/scrape) out the paint on the walls.
6. The bird .... (hop/hope) from branch to branch, looking for food.

Grammar

CONNECTORS

A connector is a word or a pair of words which joins words, phrases, clauses or sentences. Some of the commonly used connectors are *and, but, or, yet, so, since, for, because, unless, until, before, after, if, when* and so on.

They are fond of rice *and* curry. (joins words)
They have a house in the city *and* one in the village. (joins phrases)
They go to the village *because* their grandparents live there. (joins clauses)
They love the countryside *but* can go there only during holidays. (joins sentences)

1. ***Fill in the blanks using a connector.***
   (a) He had serious doubts about the end result .... she takes it lightly.
   (b) She is an expert at the topic .... she doesn't take much interest in the work.
   (c) The workers have practical knowledge .... his knowledge is more bookish.
   (d) Nothing much will happen .... they make up their minds.

2. ***Fill in the blanks with suitable connectors from the box.***

even if	whereas	while	however	whatever	even though

(a) The climate of Meghalaya is cool .... the climate of its neighbouring state is quite warm.

(b) .... I do to get rid of the rashes, I cannot make them go away.

(c) He cannot win the election .... hard he tries.

(d) Manpreet walked all the way to the railway station .... she was running a high fever.

(e) They will not give you any help .... you go and plead with them.

(f) Mother finished writing her article .... I looked after the baby.

REPORTED SPEECH

Read the following sentences. How are the two versions of the same sentence different from each other?

1. (a) Sadako said, 'I wonder if I'm going to die like that.'
   (b) Sadako said that she wondered if she was going to die like that.
2. (a) 'Can we erect a gravestone in memory of Sadako?' asked the students.
   (b) The students asked if they could erect a gravestone in memory of Sadako.

Sentences 1(a) and 2(a) show *direct speech* and sentences 1(b) and 2(b) show *indirect* or *reported speech.*

Indirect or reported speech is used to 'report' what someone said, without quoting the speaker's exact words, at the same time, without changing the meaning of what the speaker said.

General rules to change from direct to reported speech:

1. Addition of a word that introduces the reported speech (that, where, why, if, whether, etc.)
2. When the reporting verb is in the present/future tense, there is no change in the tense of the reported clause.
3. Change in verb tense
    - *simple present* becomes *simple past*
    - *present continuous* becomes *past continuous*
    - *simple past* becomes *past perfect*
    - *present perfect* becomes *past perfect*
4. Change in time signifiers
    - *now* is replaced with *then*
    - *here* is replaced with *there*
    - *ago* is replaced with *before*
    - *today* is replaced with *that day*
    - *tomorrow* is replaced with *the next day*
    - *yesterday* is replaced with *the day before*
    - *last evening* is replaced with *the evening before*
5. The verb tense need not change in statements which express a universal truth.

    Example: The teacher said, 'The Earth *goes* around the Sun.' The teacher said that the Earth *goes* around the Sun.

Now read the given passage. Fill in the blanks that follow by changing the sentences in direct speech into reported speech.

'Allan, I have got something for you,' said Emilie. 'What is it, Emilie?' asked Allan. 'Do you remember the scarab beetle that we read about in the history class?' Emilie asked. Allan asked, 'Is it the one that is supposed to be sacred?' Emilie nodded. 'It is said that if a sick person wears a scarab beetle pendant, the gods grant his wish and make him healthy again.' She handed the pendant to Allan. 'I've brought you one.' Allan's eyes filled with tears. 'How kind of you, Emilie, to bring me a good luck charm!'

Emilie told Allan .... Allan asked .... Emilie asked Allan if .... in the history class. Allan asked her if .... Emilie nodded. She added that .... healthy again.

She handed the pendant to Allan and said .... Allan's eyes filled with tears. He told Emilie .... to have brought him a good luck charm.

Writing

MESSAGE

Study this sample message.

> MESSAGE
>
> 1 July 2016
> 10 a.m.
>
> Sheila
> Neha rang up. You had invited her to an ice cream party on Saturday at 4 p.m. She won't be able to come at 4 p.m. as her cousin is visiting her then. She can come at 5 p.m. If that's okay, please let her know by this evening.
>
> Hema

When a message is received over the telephone or in person for someone who is not there, then the information (message) has to be passed on to the person.

Remember
- to put down the name of the person who gave the message, the person who received it and the person for whom it is intended;
- to mention all the relevant details concisely;
- to write the date and time when the message was received.

Ravi received a telephone call from Mr Lal, his uncle. He jotted down the following points. Imagine you are Ravi. Write a message for your father.

> arriving Delhi—7 p.m.—send car to airport—next day leaving for London—attend meeting—buy four souvenirs for friends—preferably silk scarfs

Listening and speaking

Pawan heard part of an advertisement on the Times FM channel about the United Nations Song Contest being organized by a team of United Nations volunteers in collaboration with a music foundation. He decided to go to the UN office in his city and ask for more information, as he desires to participate in the contest. Nafisa is the lady at the reception.

In pairs take up the roles of Pawan and Nafisa and engage in the conversation that they would have had.

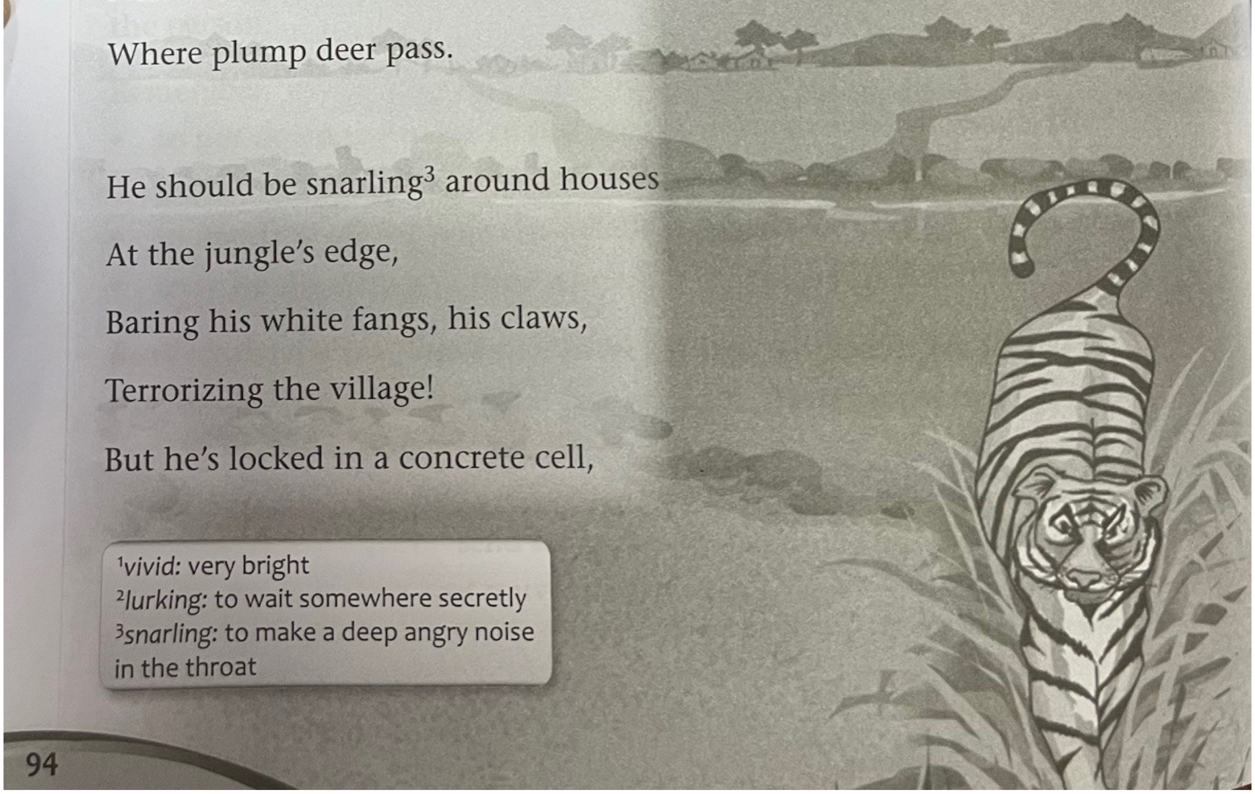
A Tiger in the Zoo

Read the poem and think about what this tiger feels about his situation.

He stalks in his vivid[1] stripes,
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

He should be lurking[2] in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

He should be snarling[3] around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorizing the village!
But he's locked in a concrete cell,



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[1] *vivid:* very bright
[2] *lurking:* to wait somewhere secretly
[3] *snarling:* to make a deep angry noise in the throat

His strength behind bars,
Stalking[4] the length of his cage,
Ignoring visitors.

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

LESLIE NORRIS

Leslie Norris (1921–2006) was a poet, writer and teacher from Wales.

Learn to appreciate the poem

1. ***On the basis of your understanding of the poem, tick the best option for the questions given below. Also give reasons for your choice.***
   (a) The image in the second stanza of the poem is that of a tiger
      (i) looking for water.
      (ii) resting behind long grass.
      (iii) out to prey.
      (iv) admiring plump deer.
   (b) The phrase 'the few steps of his cage' suggests
      (i) silent anger.
      (ii) pride.
      (iii) confinement.
      (iv) sorrow.

---

[4] *stalking*: to walk in an angry or proud way

(c) In the last two lines of the poem, the poet suggests that the tiger feels

(i) tired and sleepy.
(ii) angry and nervous.
(iii) restless and hungry.
(iv) helpless and powerless.

2. *Complete the table to contrast the life of a caged tiger with that of a tiger in its natural habitat. Try to use words/phrases from the poem that suggest this contrast.*

Tiger in captivity	**Tiger in wilderness**
a.	sliding through long grass
b. quiet rage	
c.	at the jungle's edge
d. ignoring visitors	

3. *Read the lines from the poem and answer the questions that follow.*

(a) *He should be lurking in the shadow ...*
  (i) In comparison to what should *he* be lurking in the shadow?
  (ii) Why is the phrase *should be* repeated in the poem? What effect does it achieve?

(b) *Stalking the length of his cage, ignoring visitors.*
  (i) Why is *he* ignoring visitors?
  (ii) Why do you think the poet mentions *the length of his cage*?

8

Operation Indian Ocean

Mihir Sen (November 1930–June 1997) was the first Indian to swim the English Channel in a record time of 14 hours and 45 minutes. In 1966, the year he crossed the Palk Strait, he swam across seven seas in five continents. For his trend-setting feats in long-distance swimming, he was conferred with the Padma Shri in 1956 and Padma Bhushan in 1967 by the Government of India.

Read this passage to find out how Mihir Sen pushed the levels of human endurance and willpower to swim across it.

It is true—the call of the seas has always found an echo in me. Not being rich enough to roam the seas in a private yacht, I have taken the poor man's way out—I swim across them! I have always been fascinated by the Indian Waters, whether at Bombay, at Puri or at Gopalpur. But the idea of swimming the Palk Strait[1] did not occur to me until after I had swum the English Channel. Steeped in the history and tradition of this nation, practically uncharted[2], unconquered, teeming with hair-raising hazards[3], the seas between India and Sri Lanka had all the elements of challenge, danger and difficulty. To prepare myself, I continued a strict

[1] *Strait*: a narrow passage of water that connects two seas

[2] *uncharted*: unexplored, unknown

[3] *teeming with hair-raising hazards*: full of terrifying dangers that can make one's hair stand on end

[4] *Palk Strait*: an inlet in the Bay of Bengal. This strait lies between southeastern India and northern Sri Lanka.

and rigorous course of training which I had begun in 1960. I also had to collect facts and information about this sea. Neither was easy.

I soon found that very little was known about the Palk Strait[4], especially about the tides and currents. Everything about the English Channel is known; there is a Channel Swimming Association, there are trained pilots, there are boats to be hired, accurate weather forecasts to be had for the asking, dependable tide tables; in short, every form of assistance is readily available.

Owing to the prevalence[5] of two monsoons, one can only attempt to swim the Strait during a brief period of about thirty days from early March. But what makes the Palk Strait a dreadful challenge to swimmers is the presence of deadly marine hazards. Warm, tropical seas teem with all kinds of marine life. The natural dwellers of these seas include sharks. These could be either tiger sharks or the fierce hammer-headed ones. Both are man-eaters. Then there are those panthers of the deep, the barracudas[6]. They are powerful, mean and attack anything that moves! With a shark repellent (a chemical), one can hope to keep single sharks at bay; with a rifle a barracuda can be discouraged.

But there is nothing one can do about the reptiles of the Indian Ocean.

Owing perhaps to the presence of the chain of rocks and sand dunes in this area, known as Adams Bridge, the snakes infest the seas. All of them are deadly poisonous. This is where sea snakes differ from freshwater snakes. Sea snakes are shy; they will not bite a man unless he touches or hurts them. But a swimmer naturally will not know what his hand will touch next. And here lies the real terror. During the swim we sighted a few snakes in the day but during the night they were far more numerous. All in all[7], there is not much that one can do about them except have faith in God!

[5] *prevalence:* occurrence

[6] *barracudas:* large, fierce, flesh-eating tropical fish

[7] *All in all:* after taking everything into account

Then there were the practical problems which often seemed to be almost impossible to overcome. Travel between India and Sri Lanka is rigidly controlled. I needed a strong support team, which eventually grew to have 100 to 150 persons and over a dozen craft. But for[8] the sporting cooperation of the Navy, all my efforts would have come to naught[9]. Admiral Chatterjee instructed two of the gunboats—INS *Sukanya* and INS *Sharada*—to be lent to me to help navigate the swim and protect my life.

The swim was due to start at 5 a.m. on April 3, 1966 from Talaimannar[10]. We were to sail for Sri Lanka at 7 a.m. but one of the equatorial storms having unexpectedly broken, I caught a chill and at the last minute we had to postpone the entire operation by 48 hours. I was, however, able to start the swim at 5.45 a.m. on April 5, 1966. It being a full moon night, I knew the sea would get literally moonstruck[11] and somewhat mad as it usually does on such nights. Knowing this, I had to take the plunge[12].

The men who had been sailing these seas for 20 to 25 years told me that at this time of the year the moon would not make much difference and the tides would get stronger only by about half a knot[13]. There was, however, another important point to remember: with the south-west monsoon due any day now, no attempt would be possible for the next eleven months if it actually broke. So we were in a hurry. I had calculated the swim to last not more than 12 to 15 hours. But this calculation was based on the facts and information I had, which I later found to be inadequate and inaccurate.

The early part of my swim began in total darkness and against a strong current. This is the usual practice with swimmers, so that they can stand up to the fight while they are fresh. Soon the sun rose, and by nine o'clock the blistering heat of the equatorial sun made itself felt.

[8] *but for*: without
[9] *come to naught*: failed
[10] *Talaimannar*: a place on the north coast of Sri Lanka
[11] *moonstruck*: crazy; (here) very rough supposedly owing to the influence of the moon
[12] *take the plunge*: take an important decision involving risks
[13] *knot*: a measure of speed (1.85 km per hour)

From ten o'clock onwards, I was tortured by heat over my head and by extreme, frequent thirst. I took green coconut water, honey, lemonade and ice-cold water—gallons of it! But the cold drinks brought little relief. By 12 noon we were halfway through. At 2.30 p.m. I was told that I was eight miles off the Indian coast; and at 4.30 p.m., I was five miles off Dhanushkodi. I calculated that it would take me approximately three hours to reach Dhanushkodi.

Everything worked out fine, until the evening came. About 7.30 p.m., I asked Lt Martis, who was leading a team of divers and was in charge of protecting me, how far we were. He told me that we should be within two miles of the shore. But little did I know that both of us were terribly wrong. We were informed by Lt Sharma that we were almost six miles off! I was furious. How could such a thing have happened? Someone had bungled[14]; we had gone towards Rameswaram, which was twenty miles to the north, instead of towards Dhanushkodi. It was the most heartbreaking moment for me during the entire swim. I knew the fierce flood tide was going to start from 8 p.m. and the moon was already up in the sky.

Soon the 'flood' started. A stiff breeze broke out and the choppy sea was transformed into a raging, foaming hell. By this time I had already done almost fifteen hours of continuous swimming, much of it under the blazing sun. There had been unnerving encounters with a largish[15] snake, and Lt Martis had saved my life almost at the last minute by shooting it down from his boat. It was now an indescribable agony[16] to face the powerful tide and the ten-foot waves and the spray. From this time I kept on through sheer willpower.

As soon as the sea turned very rough, the danger of further navigational errors also grew. The four boats guarding me with fully armed and equipped divers found it difficult to

[14] *bungled:* messed up
[15] *largish:* fairly large
[16] *agony:* misery

keep close to me or even on the course. At this time Lt Martis guided the swim, sometimes from the escort boat, sometimes by swimming ahead of me. I encountered slippery reptiles of varying sizes. Gunfire from the escort boats kept punctuating the grim[17] fury of the night.

Finally at about 1 a.m. the tide slackened[18] and I was able to make rapid, though painful, progress. The sea raged and the wind whistled all the night through. By 3 a.m. I was able to see the lights of Dhanushkodi pier. At 5 a.m. I caught sight of the silvery strip of land on the sacred shores of Dhanushkodi. The goal was in sight, but not the end of the ordeal[19]. I still had two-and-a-half hours' tough fight ahead. But the sight of the land before me wiped off all tiredness and I began pressing on with new vigour.

Steadily, but ever so slowly, that strip of land came closer. I was determined to get there. Finally at about 7.24 a.m., after swimming over 40 miles, I touched land amidst scenes of tremendous excitement! It was a homecoming no man can forget. After the gruelling[20] day-and-night swim, with every bone aching in my body, I finally stood on the shores of India. Words will never adequately describe my feelings at this frenzied[21] moment. There were tears and laughter, the flash bulbs were blazing away, there was *nadaswaram*[22] being played to welcome me home. People were dancing, jostling and even rolling on the ground!

'Operation Snakes and Sharks' had come to a magnificent close. A message went out of the radio room of INS *Sukanya* to the world: *The swim successfully concluded at 0724 Hours!* No sooner had I boarded INS *Sukanya* than I received a message from the President! As I read it, my vision grew misty and I was overcome by emotion. This was the

[17] *grim:* unpleasant and depressing
[18] *slackened:* reduced in activity
[19] *ordeal:* a difficult and unpleasant experience
[20] *gruelling:* exhausting
[21] *frenzied:* full of uncontrolled excitement
[22] *nadaswaram:* a classical wind instrument popular in Tamil Nadu

crowning hour of an exacting venture[23], which was as risky as it was difficult. I had undertaken this perilous[24] swim, not to gain fame or trophies but to prove to the world that Indians are no longer afraid. To the youth of India this triumph will have demonstrated that nothing is impossible for them—all they have to do is to believe and persevere and the goal will be theirs.

(Adapted and abridged)

MIHIR SEN

Learn to read

1. ***On the basis of your understanding of the passage, select the best option for the following questions.***

   (a) The narrator says that what makes the Palk Strait a dreadful challenge to a swimmer is

      (i) the prevalence of two monsoons.
      (ii) the presence of marine hazards.
      (iii) insufficient information on tides and currents.
      (iv) the heat on the tropical sea surface.

   (b) The most suitable part of the year for attempting a swim across the Palk Strait is around March because

      (i) then the heat is much less.
      (ii) the sea is much calmer.
      (iii) there is less rainfall during this time.
      (iv) the tides are more predictable.

---

[23] *exacting venture*: challenging project
[24] *perilous*: very dangerous

(c) When Lt Sharma told Sen that he was still at least six miles away from the shore, Sen realized that
  (i) it would take him about three hours to reach Dhanushkodi.
  (ii) they had gone away from Rameswaram.
  (iii) someone had played a mean trick on him.
  (iv) due to a navigational error, he had gone off track towards the north.

2. ***Answer the following questions briefly.***
   (a) What are the challenges, dangers and difficulties that a swimmer would face while swimming across the Palk Strait?
   (b) Why was Sen forced to postpone the swim?
   (c) Which was the most heartbreaking moment for Mihir Sen during the swim? Why was it so?
   (d) *The goal was in sight, but not the end of the ordeal.* Why does the narrator say this?

Learn to infer

1. Why do you think people undertake such perilous expeditions or play sports where a great deal of risk is involved?
2. 'Success is never easy.' Justify this in the light of Mihir Sen's feat.

Vocabulary

Identify the words, phrases and idioms used in the lesson to mean the underlined phrases in the sentences given below. Then rewrite the sentences using them. One has been done for you.

1. The archeologists got a remnant of past civilization while examining artefacts in the Middle East. (found an echo)

The archeologists *found an echo* of past civilization while examining artefacts in the Middle East.

2. After taking everything into account, the project was declared a success.

   ....

   ....

3. Due to the weather, all the preparations for the picnic proved to be futile.

   ....

   ....

4. Single sharks can be kept away with the help of shark repellents.

   ....

   ....

Spelling

Test your spelling and editing skills! Read the following passage about a film called* The Last Paradise *and correct the spelling and punctuation errors.

The Last Paradise

The last Paradise was the most watched film at the 2010 New Zealand International Film Festival this adventure classic is set in the early 60s and traces the origin of adventure sports in new zealand. it is a brilliantly directed film about a bunch of wilful and independent youngsters who meet in the xtreme wildrness of New Zealand the film narrates the story of how their paths crosss and how the adventures they undergo in the wild change their lives forever they go on to invent new adventures, activities and a hole new lifestyle, which develop into extreme sports as we know them today the film reinforces New Zealands reputation as the adventure sports capital of the World

Grammar

TYPES OF SENTENCES

Sentences can be any of the four types: assertive or declarative, interrogative, imperative and exclamatory.

Assertive sentences make statements or assertions. They can be affirmative or negative.

Examples: I will meet you in the park in the afternoon.
(affirmative sentence)
I will not meet you in the park in the afternoon.
(negative sentence)

Interrogative sentences ask questions.

Example: Will you come to the park?

Imperative sentences express commands or orders or give instructions.

Example: Take out your notebooks.

Exclamatory sentences express strong feelings of happiness, sadness, surprise, etc.

Example: What a beautiful valley!

Punctuate the following sentences and identify them. Write* A *for assertive,* D *for declarative,* In *for interrogative,* Im *for imperative and* E *for exclamatory in the space given.

1. This Christmas, I will be visiting my Uncle in New York ....
2. I am so furious ....
3. Do you think she will be able to complete the task ....
4. Greece is a storehouse of many ancient buildings ....

5. Achilles is my favourite Greek hero ....
6. Could you please grant me the permission to visit my friend ....
7. Come with us ....
8. My arms ache from working in the garden all day ....
9. Turn down the volume please ....
10. This lake is turquoise blue in colour ....

WORD ORDER IN SENTENCES

Word order is important in a sentence. Words need to be arranged in a particular order to make meaningful sentences. The following is the usual order of words in an English sentence: subject-verb-object.

Aditya met the principal. (subject-verb-object)

In an assertive sentence, the subject of a sentence comes directly in front of the verb.

Anil walked fast.

The direct object comes directly after the subject:

He took a blank paper.

The direct object can come in two ways.

He forwarded an important document to his boss. (indirect object *his boss* comes after the direct object, *an important document;* preposition *to* is used)

He forwarded his boss an important document. (indirect object *his boss* comes before the direct object *an important document;* preposition *to* is not used)

Study these two examples. See how the word order changes in an interrogative sentence,

They are coming with us. (statement) subject-verb

Are they coming with us? (question) verb-subject

What is he talking about? (question word-verb-subject)

Put these jumbled words in order to make meaningful sentences.

1. Does in a queue standing anyone for a long time like?
2. for about 10 minutes on Saturday evening of his mobile phone for an e-recharge was standing in a queue Kartik
3. he was told that just as the counter was not working the top up machine he reached
4. found were pulling looked around their shutters down he and most of the other shops
5. It was for the day wind up their time to

ACTIVE AND PASSIVE

When a sentence in active voice is changed to passive voice, the agent performing the action denoted by the verb and the recipient of the action interchange their positions.

Example:

Active: The Principal awarded the student for having full attendance.
(subject/agent) (object/recipient)

Passive: The student was awarded by the Principal for having full attendance.
(subject/recipient) (object/agent)

Observe how the agent and the recipient have changed their positions in the passive sentence. Remember that their roles do not change. The agent still remains the agent while the recipient still receives the action. Thus, in both the sentences, the giver of the award is the Principal while the receiver of the award is the student.

There are two types of passive sentences.

1. Short passives without the agent

Examples:

- His wallet was stolen while travelling on a bus. (No agent is mentioned because the speaker does not know who stole the wallet.)

- Various tests are used to assess a student's aptitude. (No agent is mentioned because it is not important to know who conducts the tests.)
- The letter was delivered to me at my office address. (No agent is mentioned because it is common knowledge who brings letters.)

2. Long passives with the agent (`by' + agent)

Examples:

- Almost every week, my little brother gets punished by his Hindi teacher. (The agent is mentioned because it is important to know who gives the punishment.)
- The pen you see there was used by Abraham Lincoln for four years. (The agent is mentioned because the information helps us understand what makes the pen so special.)
- Half of my house rent will be paid by my brother. (The agent is mentioned because the information is important in this sentence.)

While transforming active sentences into passive, the structure '*be* + past participle' is used.

Fill in the blanks with passive forms of the verbs to describe the process of making a mummy.

It took the Egyptians seventy days to make a well-preserved mummy. First, an incision ………………… (make) on the left side of the stomach and all the organs except the heart ………………… (remove). Next, all the moisture ………………… (take) out of the body; this is called dehydration. Then the body ………………… (cover) with natron, a salt that worked wonders for this process. Later, the body ………………… (embalm) and wrapped in about 150 yards of linen. This took up to fifteen days. Good luck charms and jewellery ………………… (add). When this was done, the process of mummification was complete.

Writing

ESSAY

'Sometimes, war is necessary.'

Do you agree or disagree with this statement? Take a clear stand for or against the statement and write an essay to convince the reader of your views and standpoint. Spend some time brainstorming and gathering your ideas. Think of reasons and sufficient examples to support your argument. Plan out your essay by jotting down the main points. Word limit: 150–200 words.

Listening and speaking

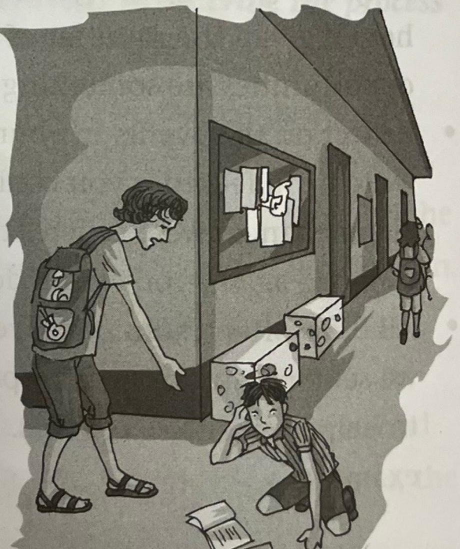
Express your views on any one of the following topics. Give an example to support your reasoning. You may talk of your own experience, or of someone you know or have read about.

- Do you believe that anyone can rise to the occasion and be a hero if given the right set of opportunities? Or do you think that opportunities are something that you create for yourself?
- Reflect on the events in your life. Can you recall an event about which you feel that you could have made a different decision if the circumstances were different? Have you ever felt that if the same 'test' came up again, you would do better?
- All of us often claim ourselves to be heroes for single heroic deeds, but we seldom laud those who perform small, responsible acts every day to help their fellow citizens. Do you agree? Support your view with examples.

9 Yang the Youngest

How do children cope with culture shock? What happens when a schoolboy and his siblings migrate from one country to another and find themselves in the middle of alien faces and strange customs? Read the following story about a Chinese boy and his siblings who come to America for the first time and have to go to a new school.

Our family arrived in America in the winter, and the school year was almost half over. So when I started school, the other students in my class already knew each other. To make things worse, I didn't even know enough English to be able to make friends. But language was only one of my problems.



American kids scared me at first. They yelled terribly loud and ran fast in the hallways. For the first few weeks, I found myself hugging the walls. It was like the time in China when I learned to swim—I was afraid to let go of the side of the pool because in the middle were other swimmers splashing around like sharks.

Once when I was walking in the hallway at school, I turned a corner and bumped into a boy. He was running so fast that he knocked me off my feet. He pulled me upright and shook me a little. Maybe he wanted to see if any parts were rattling loose[1]. When I said that I wasn't hurt, he winked at me, laughed, and said, 'Hey, no sweat[2]!'

He looked so cheerful that I laughed too. 'No sweat' sounded like a good phrase, and I told Third Sister[3] about it. She added it to her list of new words that she came across in the new country.

In a few weeks, I learned to walk just as fast and shove my way just as hard as the other kids. My parents even complained about it, 'You're becoming too rough, Yingtao. Why do you have to stomp[4] your feet so hard?'

Before I got used to the American school, the other kids laughed at some of the things that I did. Each morning, as soon as the teacher came into the room, I jumped to my feet and stood stiffly at attention. That was how we showed our respect to our teachers in China.

The first time I did it here, the teacher asked me whether I needed something. I looked around and saw that nobody else was standing up. Feeling foolish, I shook my head and sat down. When I did it again the next day, a couple of kids behind me started to snigger[5]. After that, I remembered not to jump up, but I half rose a few times. One boy used to watch me, and if he saw my bottom leave my seat, he would whisper, 'Down, Fido[6]!'

Third Sister was a great help during those early days. While the other kids were busy talking or playing games at recess, she and I stood in a corner and kept each other company. Every day we walked together to our elementary school which was not far from our house.

[1] *rattling loose:* making noises because some parts have become loose

[2] *no sweat:* American slang for saying 'no problem at all'

[3] *Third Sister:* refers to the writer's sibling (later we also read about 'Eldest Brother' and 'Second Sister')

[4] *stomp:* to walk, or move with heavy steps

[5] *snigger:* giggle; sneer or laugh in a mocking way

[6] *Fido:* American slang for a person who is weird, silly or strange

Eldest Brother and Second Sister took a big, yellow bus to a school that was farther away. If Eldest Brother had trouble making friends, it didn't seem to bother him. Music was the only thing he really cared about.

I think Second Sister felt the loneliest. In China, people always said she would turn out to be a real beauty. She had been popular at school there, always surrounded by friends. But in America not many people told her that she was beautiful. These days she was often cranky[7] and sad. Mother told the rest of us that we just had to be patient with her.

Third Sister had no trouble at all making friends. Even before she could speak much English, she began chatting with other kids. She could always fill in the gaps with laughter.

During lunch she and I sat at a table with mostly Asian-Americans[8]. At first we didn't understand what Asian-Americans meant. When we were filling out registration forms at school, we put down 'Chinese' in the space marked 'race'. The secretary at the school told us to change it to 'Asian-American'. With a big smile, she said, 'We have a number of Asian-Americans at this school, so you'll be able to make friends easily.'

My class teacher must have felt the same because on my first day in class, she seated me next to a girl who was also Asian-American. I greeted her in Chinese, but she just shook her head.

'I'm afraid I don't understand Japanese,' she said in English.

'I wasn't speaking Japanese,' I told her. 'I was speaking Chinese.'

'Sorry. I don't understand that, either. My family is from Korea.'

I didn't know much about Korea, except that my country had once invaded[9] her country. I hoped she didn't hold it against me[10].

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[7] *cranky:* irritable; ill-tempered
[8] *Asian-Americans:* persons who live in America and whose families come from Asia
[9] *invaded:* attacked
[10] *hold it against me:* resent or dislike me by holding me responsible

'You speak good English,' I said. 'When did you arrive?'

'I was born in America,' she said. 'So were my parents.'

In spite of this bad start, she tried to be helpful to me. But we never became close friends. So I was lonely. After Third Sister made friends in her class, she began to spend less and less time with me. Then I met Matthew.

One day, during recess, Third Sister was busy talking to some new friends, and I was looking wistfully[11] at some boys playing catch and wondering if I could find the nerve[12] to join them.

Suddenly I felt someone pluck my pen from my pocket. This was a ballpoint pen I had brought with me from China, with a picture of a panda on the side of it. Whenever I thought about China and missed the friends I had left behind, I would take out the pen and look at the picture.

The boy who had taken the pen was running away, laughing. I ran after him, shouting. The teacher came up and asked me what the trouble was.

'He took my … my …,' I stopped. I didn't know the English word for 'pen'. In Chinese we have the same word 'bi' for pen, pencil and brush. 'He took my writing stick,' I finished lamely[13].

The boy who'd taken the pen stood there and grinned, while the teacher looked puzzled.

'Jake took his ballpoint pen,' said a tall, freckled[14] boy with curly brown hair. 'I saw the whole thing.' The teacher turned and frowned at Jake. 'Is this true?'

'Oh, I was just teasing him a little,' said Jake,

[11] *wistfully:* longingly
[12] *nerve:* courage; guts
[13] *lamely:* in a way that lacks confidence and does not impress others
[14] *freckled:* with small, brown spots on one's face, caused by the sun

quickly handing the pen back to me. 'He's always playing with it, so I got curious.'

I thanked the boy with the curly hair. 'Don't mind Jake,' he said. 'He didn't mean anything.'

'My name is Yang Yingtao,' I introduced myself. Then I remembered that in America, people said their family name last and their given name first.

'Yingtao is my last name,' I told him. 'Except that in America, my last name is really my first name and my first name is my last name. So I'm Yang Yingtao in China and Yingtao Yang in America.'

The boy looked confused. Just then the bell rang. 'I'm Matthew Conner,' he said quickly. 'See you around.'

I began to feel a little less lonely.

(Adapted and abridged)

From *Yang the Youngest and his Terrible Ear*
LENSEY NAMIOKA

Learn to read

Answer the following questions briefly.

1. Why was Yang at a disadvantage when he joined his new school in the USA?
2. How does the narrator compare his being in school with learning swimming in China?
3. What was the first cultural change that Yang's parents noticed in him? Why were they unhappy about it?
4. How did Yang's siblings react to their new school and environment?
5. What made Yang feel a little less lonely?

Learn to infer

1. The fact that China had invaded Korea belongs to history, and it happened in the distant past. Why does Yang feel that the Korean girl might personally 'hold it against him'?
2. Third Sister seems to be the quickest to learn that one needs to adapt in order to survive in an alien culture. Pick out evidence from the text to support this statement.

Vocabulary

Read the following paragraph. There are words whose meaning does not go with the sense of the sentences and the paragraph as a whole. Identify such words, underline them and write an appropriate alternative word next to them. (You might have to change some articles too.) The first one has been done for you.

Chief Sitting Bull

Many people come from humble backgrounds but achieve notoriety (fame) in life through their spirit and actions. One such man was the great Sioux Chief Sitting Bull. Besides being an undistinguished warrior, he was a reputed medicine man. Chief Sitting Bull was also a loving father, a composer of songs, an artist and an unreliable friend.

Sitting Bull demonstrated early signs of great cowardice. He killed his first buffalo at age 10, and endangered his native tribe against enemy attack at age 14. He led a cowardly life for the sake of his people and Sioux community. He was an ordinary but remarkable man who was willing to give up the cultural autonomy of his people. Even after his death, he continues to symbolize a free and dependent Native-American way of life.

Dictionary

In each of the series of words given below, one word is opposite in meaning to the other three. Use a dictionary and underline the antonym. The first one has been done for you.

1. difference	accord	variance	divergence
2. camaraderie	isolation	solitude	seclusion
3. hostility	antagonism	antipathy	amiability
4. adaptability	malleability	rigidity	pliability
5. adoration	resentment	bitterness	spite
6. prejudice	bigotry	bias	equity
7. acceptance	condemnation	approval	endorsement
8. preserve	safeguard	conserve	destroy
9. alike	similar	related	disparate

Grammar

TYPES OF PHRASES AND CLAUSES

A *phrase* is a group of words that makes sense, but only partly. It is a part of a sentence but it does not contain a finite verb, that is, it does not have a verb that changes according to person, number or tense.

There are different kinds of phrases based on the different parts of speech and the functions they do.

Phrases can be of different types: noun phrase, adjective phrase, adverb phrase.

Similarly a *clause* is a group of words that makes sense, but it is a part of a sentence. It does not make complete sense without the principal part of the sentence, called *principal clause*. A clause contains a finite verb, that is, a verb that changes according to person, number or tense. If it is dependent on the main clause for completing its meaning, it is called a subordinate clause.

A subordinate clause does the function of a noun, an adverb or an adjective in a sentence. Therefore they can be any one of the following:

1. Noun clause
2. Adjective clause (Relative clause)
3. Adverb clause

A clause doing the work of a noun in the sentence is a noun clause.

A clause doing the work of an adjective is an adjective clause.

A clause doing the work of an adverb is an adverb clause.

Finite and non-finite subordinate clauses

Subordinate clauses can be either finite or non-finite. A finite subordinate clause requires a finite verb whereas a non-finite subordinate clause requires a non-finite verb. Finite subordinate clause has a subject and finite verb. A finite verb changes according to the person, number and tense of the subject whereas a non-finite verb does not change in this way. A non-finite subordinate clause has a non-finite verb but has no subject. Non-finite verbs include infinitive (*to drive, to walk,* etc.), gerunds (*driving, walking,* etc.) and participles (*carrying, boiled,* etc.).

Carrying a bag, he *walks* across the lane.
(*walks* – finite verb, *he* – subject, singular, present tense)
Carrying a bag, he *walked* across the lane.
(*walked* – finite verb, *he* – subject, third person, singular, past tense)
Carrying a bag each, they *walk* across the lane.
(*walk* – finite verb, *they* – subject, third person, plural, present tense)
Carrying a bag, I *walk* across the lane.
(*walk* – finite verb, *I* – subject, first person, singular, present tense)

(*carrying* – non-finite verb, does not change at all)
Carrying a bag – non-finite subordinate clause

In the first sentence the finite verb is *walks*. It can change according to tense (*walked*), subject (*walk*) and number (*walk*), whereas the non-finite part (*Carrying a bag*) does not change.

Other examples:

He *came* here in the morning. (finite verb)

The italicized parts in these sentences are non-finite subordinate clauses.

Coming here in the morning, he found the place very clean and refreshing. (*Coming* – non-finite verb, *Coming here in the morning* – non-finite subordinate, qualifying the pronoun, *he*)

He must have gone home to *have his lunch*. (*to have* – infinitive, *to have his lunch* – non-finite subordinate, showing purpose)

To meet a celebrity like Shaina is your good fortune.

She is fond of *playing with children*. (*playing* – gerund, *playing with children* – non-finite subordinate, object of the preposition, of)

She dislikes *being asked personal questions*.

Eating peanuts on his way, he stumbled on a heavy stone. (*Eating* – participle, *Eating peanuts on his way* – non-finite subordinate, qualifying the pronoun, *he*)

Working so hard throughout the day, she finished the assignment.

Do as directed to fill in the blanks.

1. .... he must not drive any vehicle. (Supply a non-finite subordinate clause)
2. He must not drive any vehicle .... (Supply a finite subordinate clause)

3. .... he can take a driving licence. (Supply a non-finite subordinate clause)

4. .... he can take a driving licence. (Supply a finite subordinate clause)

Noun phrases and clauses

A group of words that does the function of a noun in a sentence is called a noun phrase. Similarly a group of words with a finite verb that does the function of a noun in a sentence is called a noun clause.

They are looking for *a suitable venue.* (noun phrase)

They are looking for *what is suitable for this important function.* (noun clause)

A noun can function as the complement of a verb, subject of a verb, the object of a verb or object of a preposition. Noun phrases and clauses do similar functions.

Piya is *a studious girl.* (noun phrase as a complement to the verb *is* – subject complement)

The coach made Jamal *the captain.* (noun phrase as a complement to the verb *made* – object complement)

His unusual talents made him a celebrity. (noun phrase as subject of the verb *made*)

What he did at the crucial overs helped the team to win the match. (noun clause as subject of the verb *helped*)

He chose *a colourful shirt.* (noun phrase as object of the verb *chose*)

He chose *what he liked the best.* (noun clause as object of the verb *chose*)

The coach is pleased with *the remarkable performance of the team.* (a noun phrase - object of the preposition *with*)

He is pleased with *how the seniors helped the juniors*. (a noun clause - object of the preposition *with*)

Pick out the noun phrases or clauses in these sentences.

1. Anil was looking for a decent job.
2. His futile search ended soon.
3. He learned from how his father built up his business.
4. He decided to join his family business.
5. What he observed at the factory made him more determined than ever before.
6. Now he does what he loves best.

Adjective phrases and clauses

A group of words that does the function of an adjective is called an adjective phrase. Similarly a group of words with a finite verb that does the function of an adjective in a sentence is called an adjective clause.

Pranav, the class monitor is a boy *with good leadership qualities*. (adjective phrase)

Pranav, *who is the class monitor,* has good leadership qualities. (adjective clause)

Pick out the adjective phrases or clauses in these sentences.

1. Gautam is a man who keeps his promise.
2. He is a man of honour.
3. His house, which was built by his grandfather, is now in a dilapidated condition.
4. His parents, whose financial resources were not much, could not maintain the large mansion.

Adverb phrases and clauses

A group of words that does the function of an adverb is called an adverb phrase. Similarly a group of words with a finite verb that does the function of an adverb in a sentence is called an adverb clause.

Read these examples of adverb phrases.
The patient takes his medicine *twice in a day*. (shows the time - when)
One day his brother came *to his ward*. (shows the place - where)
He looked at the patient *in an affectionate manner*. (how)
He stayed in the room *till evening*. (when)

Read these sentences with adverb clauses shown in italics.
Those children come to the park *whenever they feel like*. (shows the time - when)
They go home *when it becomes dark*. (when)
They play *wherever they feel like*. (shows the place - where)
They play *as if they are professional players*. (how)
They will do well *because they are passionate about the game*. (adverb clause of reason)

Pick out the adverb phrases or clauses in these sentences.

1. Sunlight seldom reaches the ground in the forest because of the thick foliage.
2. As soon as it gets dark, silence descends on this wildlife park.
3. Nocturnal animals and birds become active when the sun goes down.
4. Very few people dare to visit the park during the time of these animals' free run.
5. Those visitors behave as if they are adventure-seekers.
6. Whenever there is full moon, night safaris are easier.

Writing

NOTICE

A notice is a form of written communication which gives information about an important event that is about to take place. A notice conveys information in a very precise manner. With the help of the notice, information is given to the public to see and respond accordingly.

FORMAT

Name of the institution (if applicable)

The word 'Notice'

Date of issue

Proper heading/title

Relevant content: where you describe the event/the purpose of the notice briefly.

The content should answer the questions like:

- When: the date/duration when it will take place (It is better to add the time here as well since we must be as informative as possible.)
- Where: the venue
- Eligibility/for whom the notice is meant for
- Entry fees/application fees, where it should be paid and mode of payment (if applicable)
- Last date of submission/closing (if applicable)

Name and designation of the issuing authority

You are the Secretary of the Adventure Club in your school. Write a notice to inform students about a trek the club is organizing to Reiek.

Remember to mention the following details:

- Name of the organizing body
- When and where

- For how long
- Last date for registration
- Cost per person
- Whom to contact

Listening and speaking

Differences make this world a colourful place. If everyone dressed, talked or behaved the same, wouldn't the world be a boring place? Take a look at some interesting examples of cultural differences across the world:

- Most people consider burping very rude but people in China believe that it is good manners to burp after a meal, as it shows that you are grateful for your food and that you enjoyed it.
- People from Bangladesh may consider a 'thumbs up' gesture (equivalent to saying 'great!') an insult! In fact, the 'thumbs up' gesture is also considered rude and even obscene in Nigeria.
- During Christian weddings the bride wears a white dress, while in Hindu and Korean cultures white clothes are a symbol of sorrow and are worn to mourn the dead.
- Indians love to eat with their fingers but in the West, not using cutlery to eat at the dining table is considered crude.

Now imagine that a group of tourists from the Netherlands is visiting India. They will also come to your school and interact with your class. Your class has been given the important task of talking to them and giving them advice on social behaviour and manners of your country or your city.

Form groups of four. Discuss what is considered rude or impolite in your culture. Think of the various possible situations in which the tourists could find themselves. Prepare a list of dos and don'ts for the tourists to help them in those situations. Then present the list to the rest of the groups.

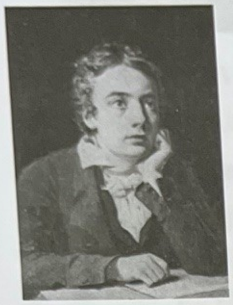
On the Grasshopper and the Cricket

Nature's beauty is evident all through the year. During the hot summer season, when the birds are tired, the grasshopper starts singing. On long winter evenings, when silence pervades the countryside, the cricket starts singing.

The poetry of earth is never dead:
When all the birds are faint[1] with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead[2].
That is the Grasshopper's—he takes the lead
In summer luxury,—he has never done
With[3] his delights; for when tired out with fun
He rests at ease beneath some pleasant weed[4].
The poetry of earth is ceasing[5] never:
On a lone winter evening, when the frost
Has wrought[6] a silence, from the stove there shrills[7]
The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The Grasshopper's among some grassy hills.

JOHN KEATS

[1] *faint*: feeling weak and tired
[2] *new-mown mead*: meadow which has been freshly mowed
[3] *done with*: finished
[4] *weed*: wild plant without flowers
[5] *ceasing*: to stop happening or existing
[6] wrought: worked; caused
[7] shrills: very high and loud



John Keats (October 31, 1795–February 23, 1821) was a poet of the Romantic period. Ode to a Nightingale *and* Ode on a Grecian Urn *are some of his famous poems.*

Learn to appreciate the poem

Answer the following questions.

1. Where do the birds hide during summer?
2. (a) What does the Grasshopper sing about?
   (b) Does he sing softly or loudly? Pick out words in support of your answer.
3. What does the Grasshopper do when he is tired?
4. What do you think the poet means by the 'warmth' of the Cricket's song?
5. (a) Who sings under the stove?
   (b) Who lives among grassy hills?
6. Pick out four sets of rhyming words from the poem.
7. Just as we hear songs throughout the year, in the same way we see flowers all through the year. Mention some flowers which bloom in summer and some which bloom in winter.
8. Read the lines from the poem and answer the questions that follow.
   (a) *That is the Grasshopper's—he takes the lead*
      (i) What is the grasshopper's?
      (ii) In which season does the grasshopper take the lead?
   (b) *The poetry of earth is ceasing never:*
      (i) Who sings the song in winter?
      (ii) How is its song described in the poem?

10 Mother Teresa

Ask anyone who the best-known and best-loved citizen of Kolkata (earlier, Calcutta) is and nine persons out of ten will answer, 'Mother Teresa'. Mother Teresa lived with her nuns in a simple house which is in a crowded locality of Kolkata. She died on 5 September 1997.

I wait in Mother Teresa's office. She comes after a few minutes and apologizes for keeping me waiting, takes a chair, clasps her hands on the table and asks me to begin, 'So?' She is five feet tall and slender of build. Her deep-set eyes are a greyish-brown colour. She has high cheekbones and very thin lips. Wrinkles show her age and the hard life she has led. It is a homely face.

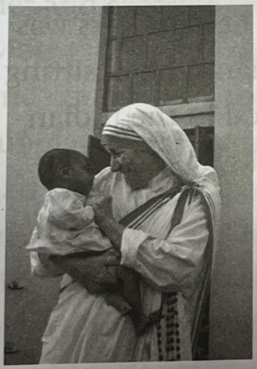
There is a kind of austere[1] severity about the blue-bordered white sari (it costs less than fifty rupees) which binds her forehead up to her eyebrows and is pinned at different places to drape the rest of her body. A small iron cross dangles on her left shoulder.

'Mother, tell me about yourself, your family, why you became a nun?'

She speaks with an Indian lilt in her voice. Her answers are brief and do not add much more to what I have read about her. She was born on 27 August 1910, in Skopje, Yugoslavia—one of the three children of an Albanian storekeeper and his peasant wife. They were a happy family. Her interest in missionary activity began at twelve when she heard of the work being done by Jesuits in Kurseong near Darjeeling. When I ask her if twelve was not too young to decide on a life's career, she replied: 'We are never too young to love.' By the time she was eighteen, any doubts

[1] *austere*: simple and plain

she might have had were resolved and she became a nun. She joined the Loreto nuns in Dublin and, after a year's training and learning English, came to Calcutta in 1929 as a Geography teacher at St Mary's High School. She was for many years, Principal of the school. She found the cloistered[2] comfort of the Convent against the spirit of her calling. On 10 September 1946, 'I was going to Darjeeling to make my retreat. It was in that train I heard the call to give up all and follow Him to the slums to serve Him among the poorest of the poor.' There are hundreds of poor people in Calcutta. She sought permission to work in the slums. The Pope gave her his blessing. She spent three months of the summer with the American Medical Missionary Sisters in Patna receiving intensive training in nursing and later that year (1948) opened her first slum school in a private house given to her. A few months later her old student, Subhasini Das, joined her as Sister Agnes. A new Order, the Missionaries of Charity, was instituted in Calcutta.



One of the four vows taken by her Order is Poverty. 'It is to be very strictly observed because to be able to love the poor and to know the poor we must be poor ourselves. A special vow[3] is giving wholehearted free service to the poor. This vow means that one cannot work for the rich, neither can one accept any money for the work we do. Ours has to be a free service and to the poor.'

'Mother Teresa, when did you develop this special interest in the dying?' I asked her.

'It is a vocation; a call. Nobody wants the dying, the diseased, the sick, the crippled. I wanted those whom no one wanted, no one loved or cared for.'

'How did it start? I mean this particular interest in death?'

---

[2] *cloistered*: protected from the problems and dangers of normal life

[3] *vow*: a formal and serious promise

'I don't remember the exact date. But when I left Loreto in 1948, I saw a woman lying in front of a hospital, half eaten up by rats and maggots. I looked after her till she died. Then the Police Commissioner gave me this place next to the Kali Temple.'

'Why did you choose India? And why Calcutta?'

She let a gentle smile come over her face.

'I was sent here. And I love the people of Calcutta. They have a warmth which you don't see anywhere else.' She told me of an experience that made the people of Calcutta so lovable. 'During the floods last year I was bringing victims to places of shelter. A lady who had never known me brought me hot food in her car. Where else in the world do you come across people like that?' It is obvious that Mother Teresa would have gone to any country with the same unquestioning obedience and worked up the same enthusiasm[4] for the people amongst whom she had to live. Since she was sent to India, she assiduously[5] Indianized herself. Hers was the first Catholic order to adopt the Indian sari, the Indian style of sitting cross-legged on the floor in the chapel, eating Indian food in the Indian manner. She taught herself Bengali which she now speaks fluently and when India became free she took Indian nationality.

I asked her how she got the money to run her worldwide organisation. She replied: 'It comes; money is no great problem. God gives through his people. We have never been short of money. It is more important to get people involved, to make them realize that the sick, old and hungry are their brothers. When you write about me, I hope you will highlight that?' When she started her first school in the slums, all she had was ₹5. But as people came to know what she was doing they brought things and money. It was all Divine Providence, she said and narrated some miracles. Once, in winter, they ran out of quilts[6]. The nuns found sheets but there was no

[4] *enthusiasm:* a strong feeling of excitement and interest in something

[5] *assiduously:* working very hard

[6] *quilts:* a cover made of two layers with soft material between them

cotton to stuff in them. Mother Teresa got her pillow and just as she was about to rip it open the bell rang. Somebody who was leaving Calcutta on a posting abroad had come to leave his quilts and mattresses with Mother Teresa. On another occasion when they had run out of rice, a lady who had never been to them before brought a bag of rice. Out of curiosity they measured the amount with the tin cup they used for measuring their daily rations. It happened to be exactly the quantity they required. 'When I told the lady that, she broke down and cried— to realize that God had used her as an instrument of His will was too much for her.'

That afternoon I was with Mother Teresa on a 'begging mission'. We went to call on the manager of a big biscuit factory: 'They always give us broken biscuits they cannot sell, as a Christmas gift. The sick like broken biscuits,' she informed me.

Mr Jyoti Mukherjee, the young manager of the firm, came out to receive her and escorted us to his teak-wood-panelled, air-conditioned office. Mother Teresa began by thanking him for what he had done in the past and continued, 'You must have lots of problems. Everything is in short supply—flour, butter, sugar.' It was evident that Mr Mukherjee's speech had been taken out of his mouth. 'Yes,' he agreed, 'we are not producing anything like we did last year.' Mother Teresa went on, 'It must be more difficult for well-to-do people of the middle class. We poor people can beg, they are too ashamed to beg.' I could see Mr Mukherjee's defences crumble[7]. He looked unhappy with himself. Mother Teresa continued in a gentler tone. 'Why are there all these shortages? Why are prices going up? Please tell me. I do not understand politics.' Jyoti Mukherjee became expansive[8] and told her of union troubles, strikes and lock-outs. 'Thank God!' exclaimed Mother Teresa. 'We only work for God; there are no unions.' She proceeded to elucidate[9] on the hard times.

[7] *crumble:* to begin to fail or get weaker

[8] *expansive:* friendly and willing to talk a lot

[9] *elucidate:* to make something clearer by explaining it more fully

'The other day we picked up a hungry beggar. He had not eaten for many weeks. When we brought him a plate of rice he said, "I haven't seen rice for many weeks; let me look at it!" And he died staring at that plateful of rice.' Mr Mukherjee picked up his phone and rang up the storekeeper for forty large tins of broken biscuits to be delivered to Mother Teresa.

The people of Calcutta cherish her more than any other Indian living today. She is called the Angel of Mercy, the Saint of the Gutter, the Gentle Mother.

KHUSHWANT SINGH

Learn to read

1. Describe the dress, food and lifestyle of Mother Teresa. Would you describe these three as
   (a) plain?
   (b) ordinary?
   (c) simple?
2. Why did Mother Teresa leave St Mary's High School?
3. Why did she decide to work in the slums?
4. 'Poverty is to be strictly observed.' Why is this one of the vows taken by the Order of the Missionaries of Charity?
5. Who did Mother Teresa look after? Why did she look after them?
6. According to Mother Teresa, what made the people of Calcutta so lovable?
7. (a) How many languages did Mother know? Why did she learn Bengali?
   (b) Why did she take up Indian nationality?
8. (a) Who liked to eat broken biscuits?
   (b) Mr Mukherjee *'looked unhappy with himself'*. How did Mother Teresa put him at ease?

9. What was more important for the dying beggar—looking at the rice or eating it? Why?
10. Why do you think Mother Teresa is called 'the Saint of the Gutter'?

Learn to infer

1. If we help the poor and the needy, it is we who are enriched and not they. Discuss.
2. Why is it easy for the rich to give money and not get 'involved'?

Vocabulary

1. ***Match the words in column A with suitable ones in column B.***

A	B
crowded	smile
wrinkled	locality
gentle	biscuits
broken	food
hot	faces

2. ***Now use the correct forms of the above phrases to fill in the blanks in the following sentences.***

   (a) My friend has just learnt how to drive. It would be difficult for him to drive in a ....

   (b) The .... of the nurse gladdens the hearts of patients.

   (c) Farmers work in the hot sun. They have .... when they are still in their early forties.

(d) People who have problems with their teeth and can't bite into food find it easier to eat ....

(e) Workers who carry lunch packets from home cannot have .... at midday.

Dictionary

Most words in English, as you know, have more than one meaning. We select the meaning from the dictionary which fits the context in which the word has been used.

Example: She talked about the hard times.
Let's look up the meaning of 'hard' in the dictionary.
Which meaning of 'hard' fits the context?

Use a dictionary to answer the following:

1. '*Mother Teresa* set out *on her* "begging mission".' What is the meaning of *set out*?
2. Now, look up the phrase *set about* and use it in a sentence of your own.
3. '*By the time she was eighteen any doubts she might have had were resolved.*' Rewrite the sentence replacing *resolved* with its meaning. *(Consult your dictionary.)*

Grammar

COMPARISON

We can compare people, places and things using different forms of adjectives.
His brother is *more studious* than him.
We can compare actions using different forms of adverbs.
He runs *faster than* his team mates.

1. ***Form a comparison with the correct adjective/adverb given in brackets. One has been done for you.***
   (a) Mount Everest is (high/low) than the Alps.
   Mount Everest is higher than the Alps.
   (b) India is (small/big) than Pakistan.
   (c) Sri Lanka lies (far/close) to India than Maldives.
   (d) India's population is (large/small) than that of the United States.
   (e) India is regarded as the (large/tiny) democracy in the world.

Adjectives and adverbs can be used to express parallel increase or decrease.

The more discussion they held, *the more* complicated the disputes became.
The more wars they fought, *the less* it seemed to settle anything.

2. ***Fill in the blanks with the correct form of the words given in brackets.***

   (a) .... (serious) a problem is, ... (complicated) will be its solution.

   (b) .... (much) he practises, the .... (good) he becomes as a player.

   (c) .... (big) the house you plan, ... (high) will be its cost.

   (d) .... (severely) she criticizes, the .... (angry) he becomes.

   (e) .... (high) the eagle flies, ... (majestic) it looks.

NOMINALISATION

The process of nominalisation turns other parts of speech, especially verbs, into nouns.

He *reacted* to the accusation in a violent manner. (verb)
His *reaction* surprised many people. (noun)

Read these pairs of sentences. Fill in the blanks in the second sentence with nominalisation of the italicized word in the first sentence.

1. The soldiers *moved* their luggage to their camp.

   The .... of the soldiers to the parade ground took place in an orderly manner.

2. It is *difficult* to complete the work in time.

   There is .... in completing the work in time.

3. He *failed* to fulfil the conditions laid down in the contract.

   .... to do so means they are now free to engage somebody else to do the work.

4. Police have been *investigating* the case for a long time now.

   Their .... has reached a dead end.

5. They couldn't agree on *important* matters.

   It seems he doesn't attach any .... to those things.

Writing

INFORMAL LETTER

Write a letter to your cousin living abroad telling her/him how Mother Teresa got tins of broken biscuits for the sick people in her Homes. The format for a letter is given below.

Sender's Address
Date

Salutation (Dear ...)

Body of the letter

Closure (See you soon, etc.)

Subscription (Yours affectionately, etc.)

(Sender's name)

I Think I Could Turn and Live with Animals

I think I could turn and live with animals, they are so placid
and self-contain'd,
I stand and look at them long and long.

They do not sweat and whine[1] about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
Not one is dissatisfied, not one is demented with the mania[2]
of owning things,
Not one kneels to another, nor to his kind that lived thousands
of years ago,
Not one is respectable or unhappy over the whole earth.

So they show their relations to me and I accept them,
They bring me tokens[3] of myself, they evince them plainly
in their possession.

I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them?

Walt Whitman (*an extract from* Song of Myself)

[1] *sweet and whine:* (here) complaining bitterly
[2] *demented with the mania*: mad with the desire to own things
[3] *tokens*: virtues

Walt Whitman (May 31, 1819–March 26, 1892) is one of the most illustrious American poets till date. He is often referred to as the 'the father of free verse'.

Learn to appreciate the poem

1. ***Match the lines from the poem to what they suggest.***

Phrases/Lines from the poem	Suggested meaning
I stand and look at them long and long.	They are content with their lives.
They do not sweat and whine about their condition.	Animals don't worry about the mistakes they make.
They do not lie awake in the dark and weep for their sins,	They are not obsessed about material possessions.
... demented with the mania of owning things,	The poet is fascinated by them.

2. ***Answers the following questions.***

(a) What is the poet's desire?
(b) What are the qualities that the poet like in animals?
(c) What vices in human beings does the poet notice?
(d) What are the 'tokens' that the poet says he may have dropped long ago, and which animals have kept for themselves?
(e) What is the theme of the poem?
(f) What does the poem call a 'mania' here in the poem?
(g) Which word in the poem is an antonym of 'a part'?
(h) Which word in the poem is a synonym of 'calm'?
(i) Choose the correct meaning of the phrase 'huge times'.
    (i) long time back
    (iii) grand event
    (ii) many times
    (iv) numerous places
(j) What makes the poet sick?
    (i) that humans commit all kinds of sins and still discuss their duty to God
    (ii) that human beings are not gentle and complain about their duty to God
    (iii) listening to continuous discussion about God by humans
    (iv) humans had never accepted their nature and they complain about God.

TEXT UPDATE

Chapter 5: Blind Date

Writing: Formal Letter; Page 64

The correct format of a formal letter is given below.

Sender's address
....
....
....
Date
....
Address of the addressee
....
....
....
Subject
....
Salutation (Dear Sir/Madam)
....
Body of the letter
....
....
....
Closure
Subscription (Yours faithfully)

.... Signature
(Name of the sender in block letters)

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